



SIMMONS

COLLEGE 82/83 CATALOG

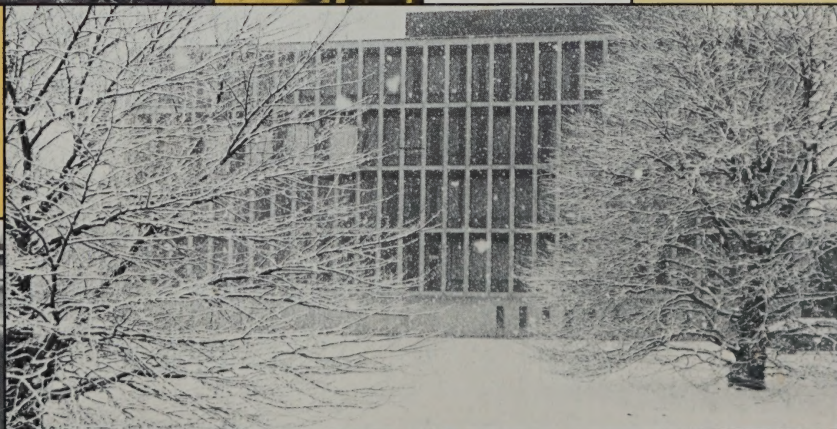
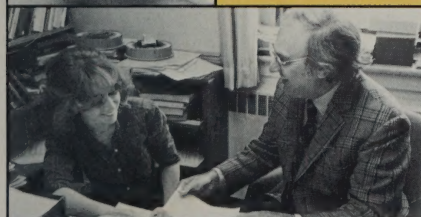
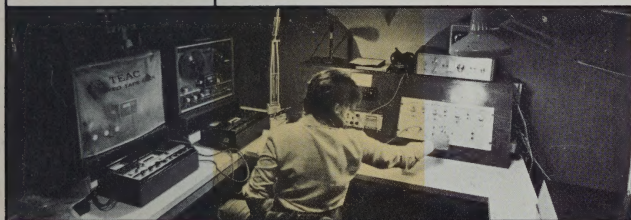




Photo by Bradford Herzog.

Simmons College Catalog

1982-1983

Calendar 1982-83

First Semester

1982

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
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OCTOBER						
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31						

NOVEMBER						
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DECEMBER						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

30
30-Sept. 2

September

3
7
7
8

New students arrive
Orientation

New student registration
Upperclassman check in and registration
Courses must be dropped for a full refund
Classes begin

October

1
11, 12

Final day to add a course
Columbus Day holiday

November

11
24
29

Veterans' Day (classes held)
Thanksgiving recess begins (at 3:30 p.m.)
Classes resume

December

13
14, 15
16, 17; 20-22

Classes end
Reading and review
Final exams

Second Semester

January

24
24
25

Registration and check in
Courses must be dropped for a full refund
Classes begin

February

18
21

Final day to add a course
Washington's Birthday holiday

March

19
28

Spring vacation begins
Classes resume

April

18

Patriots' Day holiday

May

6
9, 10
11-13; 16, 17
22

Classes end
Reading and review
Final exams
Commencement

1983

JANUARY						
S	M	T	W	T	F	S
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30	31					

FEBRUARY						
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MARCH						
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APRIL						
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30	31					

MAY						
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April 1982

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All requests for application forms or for information should be addressed to the Director of Admissions, Simmons College, 300 The Fenway, Boston, MA 02115. All other requests should be directed to the Registrar at the same address.

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Simmons College is an equal opportunity employer, in compliance with Title VI of the Civil Rights Act of 1964, and affirms that there shall be no discrimination against any individual because of race, color, creed, national origin, or sex in employment or retention. Our admission and financial aid policies are in compliance with the Education Acts of 1965 as amended in 1972 and 1976. Simmons College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other school-administered programs. The College subscribes to Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended (P.L. 92-516), which mandates equal opportunity for qualified handicapped persons in educational programs and activities.

Simmons College is accredited by the New England Association of Schools and Colleges, the American Chemical Society, the American Library Association, the American Physical Therapy Association, the Council on Social Work Education, the Interstate Certification Compact, and the National League for Nursing.

Directory

Main College Building, 300 The Fenway, Boston
02115; (617) 738-2000; after hours: (617) 738-2277

Administrative Departments

Accounts Payable 738-2121
Admissions 2107
Alumnae Affairs 2125
Archives 3141
Associate Dean 2114
Bookstore 2212
Business Manager 2117
Cafeteria (Fens) 2130
Career Planning/Counseling 2179
Career Resource Center 3185
Career Services and Placement Office 2115
Comptroller 2121
Computer Facility:
 Director 2127
 Systems and Programming 2128
 Operations 2129
Continuing Education 2141
Copy Center 2265
Credit Union 2260
Data Processing 2149
Dean of the College 2105
Dean of Graduate Studies and
 Social Sciences 3127
Dean of Humanities 2256
Dean of Sciences 3175
Development 2131
Hastings House 2909
Housekeeping 2294
Janus Office 3189
Library:
 Office 2242
 Circulation/Reference 2241
Maintenance 2140
Mary Garland Center 3160
Media Center 2243
Parking Control 2297
Payroll 2121
President 2101
 PRIDE 2131
Public Information 2124
Receiving/Shipping 2150

Receptionist:

Main Lobby 2280
Commons Lobby 3197

Registrar 2111

Security:

Control 2277
Commons 2288
Library 3114
Science Center 2298
Sponsored Programs 3126
Student Accounts 2121
Student Activities Center 3116
Student Employment 2177
Student Financial Aid 2138
Summer Residence Halls 2285
Summer Session 3128
Supportive Instruction Services 2137
Tennis 2297
Treasurer 2121
Vice President 2101

Residence Campus Offices

Director of Residence 738-3115
 305 Brookline Ave.
Food Service 2246
 84 Pilgrim Rd.
Health Center 2251
 94 Pilgrim Rd.
Maintenance 2247
 84 Pilgrim Rd.
Manager of Residence Halls 2248
 321 Brookline Ave.
Quadside Snack Bar 3136
 54 Pilgrim Rd.
Security Control 2277
 255 Brookline Ave.

Academic Departments

Afro-American Studies 738-3105
American Studies 2144
Applied Computer Science 2166
Art 2145
Biology 2191
Chemistry 2181
 Stockroom 3146
Children's Literature Center 2258
Communications 2215
Economics 2161
Education 2157
 Special Education 3152

English 2143

Foreign Languages and Literatures 2152
Government 2161
History 2161
International Relations 3156
Library and Information Science:
 Administration 2225
 Admission/Registration 2264
 Faculty Messages 2223
 Library 2226
Management:
 Graduate 2204
 Middle 3133
 Prince Retailing Program 2267
 Undergraduate 2201
Medical Technology 2191
Mathematics 2166
Music 2147
Nursing 2206
 Graduate Program 2255
Nutrition 2155
OPEN 2152
Philosophy 2164
Physical Education 2238
Physical Therapy 2191
Physics 2169
Psychology 2171
Social Work 2293
Sociology 2160

Residence Halls

Arnold 78 Pilgrim Rd. 738-2273
Dix 30 Pilgrim Rd. 2275
Emmanuel 300 Brookline Ave. 3289
Evans 305 Brookline Ave. 2291
Gardner 383 Longwood Ave.
 3294 5th fl.
 3288 6th fl.
Mesick 291 Brookline Ave. 2281
Morse 275 Brookline Ave. 2271
North 86 Pilgrim Rd. 2283
Peabody 210 The Riverway 734-2620
Pilgrim 41 Pilgrim Rd.
 3292 2nd fl.
 3293 3rd fl.
Simmons 255 Brookline Ave. 2285
Smith 54 Pilgrim Rd. 2287
South 321 Brookline Ave. 2289

The College

Simmons College is a private nonsectarian four-year institution serving some 1,750 undergraduate women and 900 women and men in graduate and related studies. It was founded at the turn of the century by a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

To be sure, Simmons was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But professional training is not enough to equip Simmons graduates for the lives they may expect to lead. It is for this reason that a Simmons education embodies the principles of a liberal arts and science education with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. The courses and concentrations (or majors) listed here are suggestions, ingredients waiting to be combined. Simmons believes above all in individual program planning. Each student should be able to, and want to, create a program of study that is best suited to her.

A student may concentrate in a single discipline or professional field—English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades. Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is, in effect, a new concentration by combining groups of courses that previously have not been combined.

Independent study is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention: The professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upperclass years, when a student has better defined the scope of her academic and career interests.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work, which students plan themselves. The office of a business or financial enterprise, a publishing

house, a government department, a hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in current urban society. The College is very much an urban institution, deeply involved in and committed to the solutions of the city's human problems, with programs and a location that make for a variety of associations. Simmons students go to nearby institutions for courses, field work, and volunteer or paid employment opportunities. Students from other colleges take courses or participate in activities at Simmons, and many women are enrolled in continuing education and professional programs at the College.

The City and Beyond

The College has limited formal cooperative relations with The School of the Museum of Fine Arts, The New England Conservatory, Hebrew College, and Emmanuel College. Also, some Simmons departments conduct portions of their academic work at neighboring institutions—hospitals, for example—and, on occasion, a student can make arrangements for work at still other institutions as part of her Simmons program. All of these arrangements are limited and must have prior institutional approval.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits (taken over the span of a semester or a year) for a prescribed course of study at a college or university overseas. The College also participates in an exchange program with three other colleges in the United States. Double-degree programs are offered in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, Boston University, and Dartmouth College (engineering).

Simmons students may also enroll in the Washington Semester at American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study government, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and, possibly, a career in public administration.

Full-time Simmons students may apply for admission into the U.S. Reserve Officers' Training Corps (ROTC) Program offered by the Department of Military Science at Northeastern University. Academic credit for courses taken in the ROTC Program may not be transferred for use toward the Simmons degree. Interested students should contact the Professor of Military Science, Northeastern University, 430 Parker Building, Boston, MA 02215.

The College Community

Simmons students are actively involved in and concerned with the affairs of the College, and are examining in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students also serve on faculty committees that work on problems of curriculum and College policy. And the various academic departments keep in touch with student opinion through liaison meetings.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision. A full description of the Honor System appears in the Student Handbook.

The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the Student Handbook.

Attendance and punctuality are expected at all classes. There are no established penalties for absences, but the instructors are expected to take attendance into account when evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Information on the Educational Privacy Act and students' rights under the law is available in the Student Handbook. Also, data regarding retention at Simmons is available from the Registrar of the College, in compliance with P.L. 94-482.

College appointments take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 5:30 p.m. from Monday through Friday, inclusive, except on College holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours. (Certain class meetings are held evenings or Saturdays.)

An undergraduate student who wishes to withdraw from the College must notify the Registrar, in writing, in advance of her withdrawal. Students are urged to consult with their parents or guardians before making a decision to withdraw from the College.

Simmons College provides housing on a space-available basis for full-time undergraduate students interested in living on campus. Housing may also be provided at nearby off-campus locations that are rented and staffed by Simmons College. Rooms on the campus are reserved for an entire academic semester, and a student is expected to maintain her residence on the campus for that semester. Any changes in room assignment or in residence during the year must receive prior approval from the Director of Residence. The College does not provide housing for part-time students or families. Permission to continue in residence following marriage must be secured from the Director of Residence.

Full-time undergraduate students who wish to change their residence status after enrolling at Simmons must notify the Director of Residence. Students are urged to consult with their parents or guardians before making a

decision to live off campus.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements for reasons of health are possible with the authorization of the College Physician. For an additional fee, resident students who wish to follow Kosher dietary guidelines can join the Kosher Kitchen, a small, student-run organization.

The Office of the President is responsible for the supervision of College activities and the determination of College policy. To implement those responsibilities, the Office, each year, develops a budget of College expenditures and income, and also recommends appointments to faculty, administrative, and staff positions to the Simmons Corporation.

The Offices of the Area Deans are responsible to the President for the College's academic departments and programs, faculty, budgets, curriculum development, and, especially, for matters pertaining to students who concentrate or elect courses in their areas: humanities, sciences, and social sciences. The departments and programs for which each Area Dean is responsible are as follows:

Dean of Humanities: Art and Music, English, Foreign Languages and Literatures, History, Philosophy; Afro-American Studies, American Studies, OPEN, Women's Studies.

Dean of Sciences: Biology, Chemistry, Mathematics, Nursing, Nutrition, Physical Education, Physical Therapy, Physics, Psychology; Applied Computer Science, Medical Technology.

Dean of Social Sciences: Communications, Economics, Education, Government, International Relations, Management, Sociology; Prince Program in Retailing.

The Office of the Dean of the College is charged with the responsibility of viewing the educational mission and programs of the College from the point of view of its students. The Office's primary objective is to provide individual guidance for students and to share with them their ideas and concerns about the College. In addition, the Dean coordinates the activities of the student services offices within the College, and the Associate Dean administers the Domestic Exchange Program and advises international students.

Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

The Office of Supportive Instructional Services provides students with a broad range of academic support services, including tutoring (both in groups and individually) in all introductory courses and in some advanced courses. Academic counseling continues to be a central focus of the Office, and students are encouraged to notify the staff about small problems before they become large and serious. A workshop series that covers such topics as study skills, English as a second language, English grammar and paper writing, and math

review is presented each semester. Coordinating faculty consultations and student academic programs is the Office's major responsibility.

The Office of Student Financial Aid tries to assist students who have financial needs. In addition, the Office determines students' eligibility for work in the Federal College Work-Study Program (which provides term-time and summer positions for eligible students.)

The Student Employment Office aids students seeking positions during the academic year and during vacation periods. Current positions are advertised in designated notebooks inside the Office. Additional information concerning Office services is posted on the bulletin board outside the Office and advertised in the *Weekly Calendar* throughout the academic year. The staff not only conducts workshops on résumé writing and job-hunting techniques, but also offers individual counseling for students who encounter difficulty in securing employment. In addition, the Office serves as the liaison between the Massachusetts Internship Office (M.I.O.) and the College by housing the M.I.O. resource files of off-campus learning experiences, and administers Federal College Work-Study Program job placements.

The Needham Career Planning and Counseling Center's staff offers personal and career counseling services to students who wish to discuss their concerns and interests with a trained counselor. Following an initial evaluation, the counselor may recommend either group or individual counseling for a student. The Center also sponsors the Personal Development Series, a program that explores contemporary issues affecting women, and the Career Assistant Program (CAP), which utilizes trained upperclassmen to assist students who are unsure of their academic and/or career goals. Consultation is also available to any member of the Simmons community concerned about a colleague, friend, or student. All of the Center's services are available on a confidential, no-fee basis.

The Career Services and Placement Office assists seniors, graduate students, and alumnae in finding permanent employment at all stages of their career development, and helps experienced graduates who wish to evaluate and prepare for possible career changes. Recommendations from the Simmons faculty and former employers are kept on file in this Office and are available when needed to support new job applications. Adjacent to the Career Services and Placement Office is the Career Resource Center, which is available to students and alumnae who wish to learn more about employment opportunities. For the benefit of students who plan to attend graduate school, the Center also provides reference books, catalogs, and test applications. A directory of faculty advisers for students interested in graduate programs is compiled annually by the Career Services and Placement Office.

The Career Resource Center is a specialized library for students and alumnae interested in exploring or researching various academic programs and career opportunities. The Center provides information, brochures, catalogs, and other resources that can be helpful to students as they make decisions regarding a choice of concentration, possible careers, or graduate

school plans. A reference librarian is available for assistance and consultation.

The Office of Residence provides services to enrich student life in the residence halls. Supervising and training of residence hall staff, making room assignments, and sponsoring special campus programs are some of the responsibilities of the Director of Residence. The Office also functions as a liaison between the residence halls, maintenance, security, health center, and dining hall.

The Student Activities Center handles all requests for the use of residence campus facilities. A calendar of events, resource materials, campus activity guidelines, and programming ideas are available from the Director. The Center also provides several services to the Simmons community: a ride board, discount movie tickets, Boston Ballet ticket vouchers, International Student ID cards, postage stamps, and Museum of Fine Arts discount student memberships. Students interested in Student Government, liaisons, clubs, organizations, policy committees, and/or all-campus programs are encouraged to speak with the Director.

Health Services. Simmons has its own Health Center which is located on the residence campus. The staff includes the Director of Health, two other physicians, a consulting dermatologist, a radiologist, an X-ray and laboratory technician, and nurses. Physicians have daily office hours during the school year in the Health Center, which also houses the Infirmary. Registered nurses are on duty 24 hours a day. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross).

All undergraduate students registering for a full-time program (12 semester hours or more) must file with the College Physician a completed certificate of health. The College provides the forms. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate.

Students in the medical technology, basic professional nursing, nutrition, and physical therapy programs may receive, at no cost, the immunizations required by affiliating hospitals and health agencies and consistent with sound preventive health needs.

Students who have contracted any contagious disease, including severe sore throats or upper-respiratory infections, should not return to the College at the end of vacation unless they report to the Infirmary.

A compulsory Health Fee of \$144 is required annually of all full-time undergraduates. This fee covers the use of the Simmons College Health Center clinic, laboratory, and X-ray apparatus; visits to the staff doctors (see first paragraph); and a total of 15 days of inpatient care. Most illnesses are treated by the physicians at the Health Center.

The Health Fee **does not** cover charges for medication and prescriptions. Consultations and visits to physicians outside the Health Center, laboratory tests, or X-rays that the Health Center cannot provide (specialized tests or emergency procedures needed when there is no technician on duty) **are not** covered by the Health Fee. Expenses associated with severe illness requiring hospitalization are the responsibility of the individual. Since medical care in Boston is very expensive (beds in

hospital wards are more than \$200 a day; the basic emergency room charge is \$70), attention to the provision of adequate accident and illness insurance for each student cannot be overemphasized. Students and parents should check with their own insurance providers and with information concerning a voluntary insurance plan, which will be enclosed in the September term bills. All full-time undergraduate students (those taking 12 semester hours or more) are required to carry medical insurance either through their family plans or by purchasing the insurance plan offered through the College.

The Health Fee and insurance plan are optional for graduate and part-time (less than 12 semester hours) undergraduate students.

College Libraries. The College Library's basic purpose is to serve the academic, research, and study needs of Simmons' faculty and students: It pursues an active policy of acquiring and making available necessary materials. At the same time, however, the Library hopes to provide for some of the College community's non-academic interests; hence, there is a frequently updated Browsing Room collection and a policy of welcoming student and faculty requests for new books, journal subscriptions, and other library materials.

The Simmons College Library system consists of several major components. Beatley Library, the main College Library, occupies the first and second floors of Lefavour Hall. It includes a book and periodicals collection of some 200,000 volumes and a rapidly expanding collection of media materials.

Some of the Library's special collections include comprehensive reference materials, a large number of women's studies monographs, and historic and contemporary juvenile literature and curriculum-planning materials.

In-depth reference service, including interlibrary loan and computer searching, is available. The reference staff also presents an innovative program of library instruction designed to ensure that every graduating student will be an efficient library user.

The Media Center facilities, located on the first floor of Beatley Library, include a laboratory area for the production of slide/tape shows, super-8 movies, and other such presentations, as well as a separate video studio. The Center also provides Simmons students, faculty, and staff with media instruction and equipment selection, and with help in renting or acquiring media materials.

The Colonel Miriam E. Perry Goll College Archives, located nearby in the MCB houses a collection of historical materials relating to the College and to the education of women.

The Career Resource Center, also located in the MCB, is a reference library where students can explore and research various academic programs and career opportunities.

The Graduate School of Library and Information Science has an important, specialized collection of materials devoted to library and information science. This collection is located on the fourth floor of Lefavour Hall.

The Graduate School of Social Work, located at 51 Commonwealth Avenue, Boston, maintains a separate library of materials dealing with social work.

The Simmons College Library belongs to the Fenway Library Consortium, which is composed of 12 nearby academic libraries. All members of the Simmons community have library privileges at the other 11 libraries.

Physical Education. All first-year students must take two single periods or one double period of physical education a week. Upperclassmen may participate in any activities they choose. The Physical Education Department includes two rooms equipped for indoor activities and some outdoor facilities. Specific information about physical education is on page 72.

The Alumnae Association

This independent organization is the connecting link between students and more than 20,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Students assist alumnae committees with programs and fund raising. The Association each year gives two academic awards to students. There are 28 active alumnae clubs in the U.S. and an international club in the United Kingdom; together with the class organizations and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae and to providing scholarship aid through various on- and off-campus activities. Alumnae give important financial support to the College through annual and deferred gifts.

Expenses at Simmons

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$202 per semester hour, and most courses of instruction are valued at four semester hours, or \$808 per course. Thus, the usual academic load of four courses, taken in each of two semesters of the academic year, amounts to 32 semester hours, for a tuition charge of \$6,464. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$144 Health Fee (\$72 each semester). The Health Fee entitles a student to the services of the Simmons Health Center, but does not include any accident and/or sickness insurance. The basic charge for room and board on the residence campus is \$3,170. All full-time undergraduates pay a \$50 Student Activity Fee, which supports a number of student-run activities and events.

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Further, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her. The first term payment is due on or before August 6, and the second payment on or before January 2. Tuition, residence, and other fees are divided evenly between the two terms. Student registration is to be completed on September 3 for new students, and September 7 for all other students for the first semester, and January 24 for the second semester. Students who have not paid their bill by the due date(s), or students who have not registered by the above registration dates, will be charged a \$30 Late Payment/Registration Fee. No student will be permitted to register after the fourth week of the semester.

Payments made by students must be accompanied by an Estimated Term Bill Form completed by the parent or student. Students will receive these forms by July 9 for

the first semester, and December 3 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, and placement materials, and using various offices and facilities. It should be noted that the College has no deferred payment plans, and that all College charges are payable by the applicable due dates, or the Late Payment/Registration Fee will be applied.

Many parents and students wish to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial concerns offering services along these lines; newly accepted students and their families will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

For an undergraduate carrying the usual course load of 32 semester hours (four courses per semester), the following college budget is suggested:

	Resident	Commuter
Tuition	\$6,464	\$6,464
Residence (room and board)	3,170	—
Health Fee	144	144
Student Activity Fee	50	50
	<hr/> \$9,828	<hr/> \$6,658

Approximately \$250 should be budgeted for books and supplies. Commuting students should allow approximately \$550 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

The fourth-year program in medical technology calls for a slightly different tuition fee of \$1,722 per semester. The tuition fee for the final three semesters in the program in physical therapy is calculated on the basis of 16 semester hours, or \$3,232 per semester.

Tuition and Residence Deposits

A Tuition Deposit of \$100 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A Residence Deposit of \$150 is required before a room can be reserved on the College campus. It will remain on deposit during the time the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with their admission acceptance notice.

Refund Policy: Tuition

The College's general policy regarding tuition refunds to students is as follows:

- 1. The College provides all instruction (to be paid for

prior to the beginning of each semester) on an academic-semester basis. Tuition refunds will be granted only through the first four weeks of a semester when specific conditions are met. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. (Nonattendance in a class does not constitute withdrawal from that class.) Refunds are granted as follows:

<i>Official Course Withdrawal Form Filed</i>	<i>Percentage of Tuition Refunded</i>
prior to the first day of classes	100 percent
by the first Friday of classes	80 percent
by the second Friday of classes	60 percent
by the third Friday of classes	40 percent
by the fourth Friday of classes	20 percent

2. Financial aid recipients should discuss with a representative from the Financial Aid Office the impact of adding or dropping a course prior to submitting the official Add/Drop Form to the Registrar.

3. The Health, Activity, Field Work, and Laboratory fees, as well as the Tuition Deposit, are not refundable.

Questions regarding refunds should be directed to Student Accounts personnel in the Treasurer's Office.

Refund Policy: Residence Fees and Deposit

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a prorated amount for raw food costs, starting from the date she officially withdraws from residence with the written approval of the Director of Residence. No refund will be made after the fourth week of the semester.

The Residence Deposit reserves a residence hall room for an entire academic semester. This deposit is refundable upon graduation or upon notification by December 1 and April 1 that the student will not be returning the following semester. A student who withdraws from residence in mid-semester, but who has paid her bills, may receive her deposit in full upon written notification to the Director of Residence. (A first-year student who notifies the College on or before July 1 that she does not wish a room will receive a full deposit refund.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

Graduate Program Fees

For a listing of fees for the College's various graduate programs, see page 91.

Add/Drop Day

Add/Drop Day is September 7 for the first semester, and January 24 for the second semester, unless otherwise stated. The primary purpose of this day is to allow students to make minor modifications in their course schedules due to course conflicts, demanding academic loads, changes subsequent to preregistration, etc. It is not meant to be used as a withdrawal process from the College.

Admissions

Freshman Students

The students at Simmons come from most of the 50 states and more than a dozen foreign countries. They

represent a variety of religious, racial, and economic backgrounds. They have a variety of interests as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admissions, and this means its policies must be flexible, focusing on each applicant's qualities of scholarship and character. As the Committee selects the freshman class, it must be concerned with the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and her school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests and the kind of activity to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

At regular meetings, the eight members of the faculty and administration who make up the Committee on Admissions review each applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons.

Application Procedure for Freshmen

1. **Application Form:** Each applicant fills out a form furnished by the Office of Admissions and returns it with a nonrefundable fee of \$25, preferably by March 15 for the fall semester and December 1 for the spring semester.

2. **Application for Financial Aid:** The Financial Aid Application Form, also available from the Office of Admissions, must be returned to the Director of Financial Aid by March 1. For further information about financial aid, see page 00.

3. **Tests:** Every applicant must take the Scholastic Aptitude Test (SAT) and three Achievement tests, one of which must be the English Composition Test. If English is not the applicant's native language, please see the test requirements for international students. The American College Testing (ACT) assessment may be substituted for the College Board tests. All tests should be taken no later than the January testing date of the senior year. Scores should be reported to Simmons by the College Board. The CEEB code for Simmons is 3761. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701.

4. **Personal Interview:** Each applicant should visit the College if possible. An interview, although not required, is strongly recommended. The Admissions Office is open for interviews Monday through Friday from 9:00 a.m. to 4:00 p.m., and on Saturday mornings from October until March. Please make appointments as far in advance as possible.

5. **Acceptance Put Forward:** Accepted students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance put forward to the next semester or the next academic year. Requests must be submitted in writing to the Office of Admissions prior to the date the student is expected to enroll.

Advanced Placement

Academic credit and/or advanced placement credit at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement tests of the College Board is recognized as follows: Credit will be given for scores of four and five; credit may be given, on recommendation of Simmons' academic departments, for the score of three; no credit normally will be given for scores of one or two.

Transfer Students

Each year more than 150 students with advanced standing are admitted into the College. Transfers are accepted for both the January and September terms, and applications are reviewed by the Committee on Admissions on a rolling-admissions basis. A transfer student is anyone who is enrolling in Simmons for the first time, and who has earned at least nine college-level credits at another accredited institution. The amount of credit awarded to an entering transfer student depends upon the requirements in her field of concentration as well as upon the courses that she completed elsewhere. Credit is generally granted for courses, comparable to Simmons courses, that were successfully completed at another accredited institution. The student must have received a grade of at least C— to receive credit for a course. Transfer students must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons to be eligible for the Simmons degree. Since space in the nursing, physical therapy, and medical technology programs is extremely limited, interested students should contact the Admissions Office before they apply to determine the availability of openings and the special requirements for these programs.

For students who have had an interruption in their formal education, the Office of Continuing Education provides an opportunity to complete or supplement academic work in Simmons courses on a flexible basis. Please see page 11 of the catalog for details.

Application Procedure for Transfers

1. **Application Form:** Each applicant fills out a form furnished by the Office of Admissions and returns it with a nonrefundable fee of \$25, preferably by June 1 for the fall semester and December 1 for the spring semester.

2. **Application for Financial Aid:** The completed Financial Aid Application Form must be returned to Simmons' Director of Financial Aid by May 1. For further information about financial aid, see the next section.

3. **School Record:** A complete transcript from the secondary school is required. The applicant should contact her high school directly for this information.

4. **Tests:** The Scholastic Aptitude Test is required. Scores of tests taken before college entrance may be used. If the candidate has already taken the SAT, she should have the College Entrance Examination Board (Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701) send her scores to Simmons. The CEEB code for Simmons is 3761. If the candidate has not taken the SAT, she should write to the College Board in order to register for it. Achievement tests are not required for transfer applicants. The American College Testing assessment may be substituted for the College Board tests. If the candidate has not taken the SAT or the ACT, she will be required to take alternative tests,

and should contact the Admissions Office for further information.

6. College Recommendation. The applicant must submit a statement from her college indicating that she will leave the institution in good standing. This statement may be included in the form of an official notation on the college transcript, on the Simmons Recommendation Form, or in the text of a letter of recommendation from a dean, faculty adviser, or college registrar.

Second Baccalaureate Degree

Qualified students holding a baccalaureate degree may be admitted to the College as a candidate for another baccalaureate degree. They are allowed to apply, where appropriate, credits from the first degree toward the second degree. After admission to the College, students are subject to all the conditions that apply to transfer students.

International Students

Simmons welcomes applications from qualified international students. Please read the above procedures carefully, noting that the same deadlines apply for admissions and financial aid, although some of the requirements are different. Financial aid for international students is not available for the 1982-83 academic year. Simmons is authorized under federal law to enroll non-immigrant alien students. Applicants are expected to have satisfied those qualifications for student (F) status required by the Immigration and Naturalization Service (INS), i.e., "The applicant must have successfully completed a course of study equivalent to that normally required of an American applicant seeking admission to the school at the same level."

A sound knowledge of the English language is essential for admission. The College must be able to verify that all students are capable of enrolling in a full-time program of study. Therefore, if English is not a student's native language, she must take the Test of English as a Foreign Language (TOEFL) in the place of the Scholastic Aptitude Test, which must be taken by all other students. In addition, three Achievement tests, including English Composition, Mathematics I or II, and one of the student's choice, are required. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701.

Because Simmons is required by the INS to "obtain verification from the applicant that financial resources are adequate to provide for her expenses without resorting to unauthorized employment," it requires that each applicant submit to the Admissions Committee a statement outlining her financial resources and method of payment. The applicant cannot anticipate depending upon additional income from employment while attending Simmons College.

The necessary I-20 forms will be provided only after this evidence is received by the Office of Admissions.

The ELS (English Language Services) Language Center at Simmons' Commonwealth Avenue campus offers intensive English programs at all levels, which prepare international students for study at Simmons and other American colleges.

Continuing Education

Simmons offers its courses to women who seek further training after an interruption in their formal education.

The Continuing Education Program provides an opportunity for them to complete or supplement their education on a flexible basis.

There are many reasons why women enter the program: to complete an undergraduate degree, to make up prerequisites for graduate school, to expand competence as a professional, to gain enrichment, or to take courses as a guest student from another college.

Qualifications for acceptance are flexible, although readiness and ability to handle course work at Simmons are important factors. Potential degree candidates range from those with no previous college work to those with up to 80 hours of transferable credits.

Continuing Education students enroll in regular undergraduate courses, and those working toward completing their undergraduate education receive the standard Simmons degrees. Information about the NABW/Simmons Baccalaureate Degree Program is on page 59.

Further information and individual counseling may be obtained from the Office of Continuing Education.

Graduate Programs

For information on admission to Simmons' various graduate programs, see page 90.

Financial Aid

Simmons makes its educational opportunities available to as many capable and promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

Simmons participates in the College Scholarship Service of the College Entrance Examination Board. This means that the College believes that the amount of aid given a student should be based upon financial need. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Financial Aid Form to the appropriate College Scholarship Service Center. A copy of the family's Internal Revenue Service 1040 Form also must be submitted to the College after assistance has been accepted.

Financial aid is offered in the form of grants, loans, and part-time employment.

Grants

Grants are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$5,000, and these grants result partially from nearly 75 named and special scholarships provided by generous alumnae and friends of the College. For a few scholarships, such as aid from Simmons alumnae clubs, regional preference is given. The College attempts to allocate such scholarships to students from a club's geographical area.

Grants of up to \$1,800 a year are provided directly to needy students by the federal government. All undergraduates are eligible to apply for a Pell Grant. Students receiving such grants must be registered for at least a half-time academic program. All Massachusetts residents must apply for a Pell Grant in order to be considered for the Massachusetts State Scholarship Program.

Supplementary Educational Opportunity Grants administered by the College are also from funds provided by the federal government and are available to qualified high school graduates. They may be used to supplement other assistance to meet a student's need.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Maine, Massachusetts, Maryland, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards that may be used within or outside the state at the college of the applicant's choice.

Loans

Simmons College Loans are available to undergraduates who are studying on at least a half-time basis, and who, without such assistance, would be unable to meet their educational expenses.

National Direct Student Loans, from funds provided partly by the federal government and partly by the College, are available to both full- and half-time students who are admitted to one of the College's regular programs.

Guaranteed Insured Loans, authorized by the Higher Education Assistance Act of 1965, are available in amounts up to \$2,500 to both full- and half-time students through private commercial lenders, such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Parent Loans for Undergraduate Students (PLUS) are now available as a result of the Higher Education Amendments of 1980. PLUS help parents to pay for their children's higher education by enabling them to borrow up to \$3,000 per child per academic year, up to a maximum of \$15,000 for each student. Further information and applications for PLUS can be obtained by contacting a local bank or credit union, although this very new program may not yet be available in every state.

Independent students are eligible to borrow under the Auxiliary Loans to Assist Students (ALAS) program. These loans, which have the same terms as PLUS, should be considered cautiously since repayment may be required while the student is still in college. Further information and applications can be obtained from a local bank or credit union.

In addition to these five loan programs, there are several funds designed to help students during the semester when emergencies arise. These loans are given in maximum amounts of \$50 and are available to students no more than once each semester. Two examples of this type of loan follow.

The New England Society in the City of New York makes available to deserving students of New England birth or ancestry small, temporary loans to meet emergency personal needs (to cover no more than one college year).

A fund for emergency loans was established by the Black Alumnae Committee to provide short-term, no-interest loans to students experiencing unexpected financial difficulty. The fund is named the Marva Alvita

Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita" '72.

Part-Time Employment

Simmons expects that most students will be able to work part time, on the campus or in the Boston area, to help meet college expenses. Students interested in work opportunities should register with the Office of Student Employment (see page 7). The College participates in the Federal College Work-Study Program, which places students both on and off campus.

Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of applying for admission. The final date for filing Financial Aid Application Forms is March 1. The Financial Aid Application is available from the Admissions Office at the College; the Financial Aid Form is available from the student's high school guidance office. Notice of awards will be sent at approximately the same time as admission decisions.

It is possible to receive financial aid for up to 128 attempted credits, provided the student maintains satisfactory academic progress, and annually submits all necessary application materials. Simmons tries (depending upon program-funding levels) to meet each financial aid recipient's needs as determined by the Financial Aid Form. If financial need decreases in subsequent years, aid will be adjusted accordingly. Students **must file each year** an application for aid with the Director of Student Financial Aid and a Financial Aid Form with the College Scholarship Service. These forms are available in the Office of Student Financial Aid.

Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a Financial Aid Application, Financial Aid Transcripts, and the Financial Aid Form at the same time that they apply for admission. Application forms are available upon request from the Financial Aid Office. The deadline for submitting the Transfer Aid Application Forms is May 1. Notice of awards will be sent by the end of June.

The Educational Program

The Goals of a Simmons Education

In its undergraduate programs, Simmons College seeks to provide its students with a liberal education, which is important in itself and an appropriate context for professional study, to which it is equally committed. The curriculum is organized to enable the student to obtain from a well-qualified faculty highly individualized instruction in a wide range of academic and professional areas. As a women's college, Simmons hopes to inspire in its students the self-confidence and spirit of independence that will permit them to lead rich personal lives and to give them the competence to become useful members of society.

The objectives of a Simmons education include preparing women to be well informed, open minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual

challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to the curious mind; adept at organizing ideas and expressing them clearly and persuasively; aware of career opportunities open to them; knowledgeable in at least one area related to their career objectives; and successful in integrating their education with their personal and professional lives.

Simmons creates a supportive atmosphere within which the student may move toward the achievement of these objectives through an active and continuing exchange of ideas between herself and her peers, the faculty, and the general College community. This atmosphere is both formal and informal, offering the student an opportunity to develop a clear sense of her own abilities as well as ways to use them creatively.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Students may select a field of concentration after completion of two semesters (32 semester hours), but must declare a concentration upon completion of five semesters (80 semester hours) of full-time study.

Students may plan a program of academic and career preparation by electing a concentration in the humanities, the social sciences, or the sciences. Other students may choose to concentrate in one of the College's professional programs: communications, education, management, nursing, nutrition, physical therapy, or medical technology. All professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, for example, the History Department offers field work for students interested in discovering ways in which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Those interested in careers in music may qualify for courses taught at The New England Conservatory of Music or may participate in the activities of the Simmons Chorale. The College's Drama Society offers opportunities for students to produce and perform plays occasionally written by students themselves. Students may pursue a career in the visual arts through undergraduate studies in the studio program of the Department of Art and Music, the graphic design courses of the Department of Communications, and the concentration in graphic and publishing arts jointly offered by Simmons and The School of the Museum of Fine Arts. The Communications Department provides field experience in its publishing seminar, which actually produces *Simmons Review*, the College's alumnae magazine, and in internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her decision have been mentioned earlier in the catalog—for example, the Career Planning and Counseling Center, the Student Employment and the Career Services and Placement offices, and the Career Resource Center. In addition, faculty advisers assist students in planning their programs. The field work and internships provided by many of the academic departments are also opportunities to test career areas and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library and information science, communications management, nursing, education, English, French, Spanish, management, the humanities, and children's literature. For information about these programs, consult the graduate studies section of the catalog on page 90.

Students in good standing may arrange to study at a European university through the programs of the Institute of European Studies (see page 45), or other approved study abroad programs. One or two semesters of the sophomore or junior year may be spent on the Domestic Exchange Program at Mills College, Spelman College, or Fisk University. A limited number of juniors are eligible to apply for the Washington Semester at the American University in Washington, D.C. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year. In addition, Simmons offers double-degree programs in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, Boston University, and Dartmouth College (engineering).

Individual Program Planning

To obtain a broad education, as well as depth of specialization, students must complete successfully a minimum of 128 semester hours before being graduated. Each student's program should be a carefully developed plan of study. This plan should include courses selected to fulfill 1) distribution and depth requirements, 2) courses required of and elected by the student in her field of concentration, 3) independent learning, and 4) electives. The total program should be integrated so that each part reinforces the whole.

The distribution and depth portions of the student's plan are designed to provide study in the liberal arts and sciences and constitute 48 semester hours of course work. The 24 semester hours in distribution requirements are satisfied by the selection of two courses from each of the following three areas: humanities, social sciences, and sciences and mathematics. The list of such courses appears on page 15. The remaining 24 hours constitute the depth requirement. The courses chosen to fulfill this requirement must come from outside the field of concentration, but should contribute to the concentration. Courses to satisfy the depth requirement may be selected from course offerings of departments that fall in the three areas referred to above. The student may choose courses from each of the three areas or may limit her choices to one or two areas.

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Please note that in the sciences, economics, mathematics, medical technology, psychology, nutrition, nursing, and physical therapy, there are courses that are prerequisite to the concentration. These prerequisite courses may be used by the student to satisfy depth requirements in the liberal arts and sciences.

The independent learning requirement is an important component of the Simmons education. It constitutes a minimum of eight and a maximum of 16 semester hours of the student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty adviser. The student must assume the primary responsibility in this experience. She must choose a topic appropriate to her goals, define the problem, and carry out the work of the

project. It is the joint responsibility of the student and the faculty adviser to monitor the progress made in completing the project and to carry out an evaluation of the experience.

There are four forms of independent learning: 1) independent study, 2) internship, 3) field work, and 4) integrative seminar. Please note that in some departments, a field work experience is a part of a standard course assignment. Students usually satisfy independent learning in the area of their concentration; however, a student may develop, with the consent of her adviser and department, such an activity in any discipline appropriate to her program.

1. Independent Study: Independent study courses are numbered 250 and represent substantial investigative or creative experiences in a specific field.

2. Internship: Internship courses are numbered 270. Students may elect an internship under the direction of both a College faculty member and a field director in either a profit or nonprofit institution. An internship requires a student to spend a continual period in the field, and must constitute at least half of a full semester's academic program. The student will be expected to conduct research and/or assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work, and close supervision, both academic and professional, must be maintained on the site. Throughout her internship, the student has the opportunity and responsibility to attend regular progress meetings with her faculty adviser and supervising field director.

At the conclusion of the student's internship and upon receipt of her report of her experience or her research paper, the student, her supervisory field director, and her faculty adviser will evaluate her performance.

Internships carry at least eight semester hours of academic credit and a maximum of 16 semester hours of credit in a semester.

Students interested in an internship should plan with their advisers, by the end of the sophomore year, if possible, an academic program that enables them to complete degree requirements before the beginning of the internship as well as to acquire the skills and substantive academic preparation needed for continuation of their education in a practical field experience.

3. Field Work: Field work courses are numbered 280. These courses give students an opportunity to put to use, under the supervision of a Simmons faculty member, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar. Whatever the particular form or context, field work may satisfy the requirement as long as it serves as an independent or integrative experience. The educational significance of field work is determined by the student's analysis of the experience and by the evaluation of the faculty adviser.

4. Integrative Seminar: These seminars provide the opportunity for student initiative in developing an appropriate analytical construct and approach to implementation. A student may combine an integrative seminar with previous field work or independent study, or initiate a topic for analysis to be pursued through subsequent seminars, independent study, or field work.

In addition to the four options listed above, many departments offer individual study courses, which are numbered 260. These courses do not satisfy the independent learning requirement of the student's plan of

study. Such courses allow a student to specialize in an area of her interest, may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern in the student's academic program. Approval to take an individual study course must be given by the course instructor and the student's academic adviser prior to registration. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program.

Interdepartmental Program

Students may elect a field of concentration as presented in the catalog, or they may decide that an interdisciplinary concentration may better enable them to pursue individual career interests. The curriculum offers the following options:

1. Students may elect a concentration in a department like communications or education, where the department requires a second academic concentration.

2. Students may elect to undertake two full academic concentrations.

3. Students may elect a concentration in one department together with a combination of courses fulfilling the distribution and depth principles, thus achieving the equivalent of two concentrations.

4. Students may select an interdepartmental concentration such as finance, American studies, or economics-mathematics, which combines the academic work of two or more disciplines according to a prescribed sequence of courses.

5. Students, with the assistance of a faculty adviser, may design interdepartmental concentrations through the Option for Personalized Educational Needs (OPEN) Program.

The Option for Personalized Educational Needs (OPEN)

The OPEN Program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN Program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements: distribution, depth, independent study or field work, foreign language proficiency, and the English requirement.

OPEN 290, Directed Study: Senior Thesis, is credited at four or eight semester hours and directed by Susan Keane, Program Coordinator.

The student interested in OPEN should schedule an interview with the Program Coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objectives. This program must be approved by the Coordinator before a student is admitted to OPEN. Further information may be obtained from Susan Keane, OPEN Coordinator, Simmons College.

Advisement for Professional Graduate Study

Certain faculty members are designated to serve as advisers to students who are interested in academic and professional graduate study. The names of these advisers may be obtained from the Career Services and Placement Office.

Degree Requirements

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the departments of Biology, Chemistry, Mathematics, Nursing, Nutrition, Physical Therapy, and Physics, and in the programs of Applied Computer Science and Medical Technology, for which the Bachelor of Science is awarded.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period that would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

Requirements for the award of the Simmons baccalaureate degrees are as follows:

- I. Eng. 100, 101, 102, or 103 or the equivalent.
- II. Distribution requirements
24 semester hours
Humanities
eight semester hours
Science and mathematics
eight semester hours
Social science
eight semester hours.
- III. Depth in arts and sciences, to be elected from courses offered by departments represented in the three areas. Courses may be chosen from all three areas or may be limited to one or two areas.
24 semester hours.
- IV. Field of concentration
20 to 40 semester hours.
- V. Independent study and/or senior seminar under the supervision of a Simmons faculty member
eight semester hours.

Please note: In cases where independent study is done in the department of the field of concentration, the maximum semester hours for items IV and V may not exceed 48.

- VI. Proficiency in a foreign language, demonstrated in one of the following ways:
 1. by successfully completing eight semester hours of a foreign language on the second-year or intermediate level. However, students who are placed in a second-semester intermediate course, e.g., Frn. 202 or 210, or Spn. 202 or 210, complete the requirement with four semester hours.
 2. by passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or

3. by receiving an appropriate grade in the Foreign Language Achievement Test of the College Entrance Examination Board.

- VII. Competence in computation, demonstrated in either of the following ways:
 1. by passing a proficiency test administered at the beginning of each semester; or
 2. by successfully completing Mth. 101 or Mth. 102.
- VIII. Completing satisfactorily a full year of Physical Education 110-0 or the equivalent.
- IX. Completing 128 semester hours with a passing evaluation.* Transfer students and those working toward a second baccalaureate degree must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons in order to be eligible for the Simmons degree.
- X. Receiving the recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case, her independent study requirement must still be met by registration in one or more courses at Simmons that satisfy the conditions for independent study.

Courses That Fulfill Distribution Requirements

Listed below are courses that fulfill the College's distribution requirements. Students may fulfill only one area of the distribution requirements from the offerings of any one department. For example, if Department X offers one course for a distribution requirement in the social sciences and a different course for a requirement in the humanities, a student may use either the social sciences or the humanities course from Department X, but not both.

I. Humanities:

American Studies 185, 186
Art 110, 111, 112, 141, 142, 143, 144, 145, 146, 147, 148, 150, 158
Communications 320
Contemporary Studies 300
English 111, 113, 114, 121, 131, 133, 142, 143, 151, 152, 154, 161, 162, 163, 171, 172, 174, 176, 177, 182, 183, 184, 185, 186, 187, 188, 190, 193, 194, 195, 196
French 298, 299, 347, 355, 365, 382, 385
German 325
History 100, 101, 115, 120, 121, 122, 123, 126, 127, 128, 132, 133, 134, 138, 140, 141, 152, 157, 159, 160, 164, 177, 178, 179, 180, 181

*Students newly enrolled as of September 1982 and thereafter are required to complete for graduation 128 semester hours with a minimum grade point average of 1.67 to be calculated from all courses taken at Simmons using the letter grade system.

Music 120, 123, 128, 139
Philosophy 119, 120, 121, 130, 132, 133, 136, 137, 140, 145, 152
Spanish 341, 342, 346, 372, 376, 380
Women's Studies 100

II. Social Science:

Economics 101, 102
Education 357
Government 121, 123, 124, 132, 134
History 116, 119, 155
Psychology 120, 135, 136, 140, 143
Spanish 330
Sociology 118, 121, 125, 126, 131, 137

III. Science and Mathematics:

Astronomy 110
Biology 106, 108, 110, 113, 115, 120
Chemistry 107, 109, 111, 113
Geology 110
Mathematics 104, 110, 111, 120, 121, 124, 189
Nutrition 101, 111
Philosophy 122
Psychology 131, 133
Physics 110, 111, 112, 113

Marks and Evaluations

The grading system is based upon 12 categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. In addition, a regularly enrolled Simmons student may take at most one four-credit course Pass-Fail in any given semester. At registration, each student must designate her grading options for each course. Any student who fails to do so will automatically receive letter grades. No change in grading options may be made after registration. The grading symbols are defined as follows:

A = Excellent
B = Good
C = Fair
D = Poor
F = Fail

P = Pass
F = Fail

AU = Formal audit

W = Approved withdrawal
RW = Required withdrawal

In determining the general quality of a student's work, the following valuations are used: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, and F = 0. Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. Every student newly enrolled as of September 1982 and thereafter must obtain a minimum Grade Point Average (GPA) of 1.67 to be eligible for the baccalaureate degree, to be calculated from all courses taken at Simmons using the letter grade system.

The records of students who are experiencing academic difficulty are periodically reviewed by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This

includes the records of any student who has two or more failures in a semester (an RW is considered as a failing evaluation for these procedures); any student who passes fewer than 12 semester hours in any one semester; any student who falls 12 or more semester hours behind the normal progress of her class; or any student whose overall record is considered marginal. The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed by the faculty, in which case both the student and her parents or guardian (if the student is dependent) may be notified. Informal warnings of academic difficulty are forwarded to the Director of Supportive Instructional Services by individual faculty members approximately halfway through each semester at Simmons, and counseling and assistance are made available.

Recognition of Merit

Various departments of the College offer honors programs to qualified students. College requirements for honors programs are as follows:

1. independent study at an advanced level, as offered in departmental honors programs to the extent of four semester hours;
2. satisfactory completion of a thesis, project, or other investigation approved by the department in which the honors candidate concentrates; and
3. passing a suitable comprehensive examination prepared and graded by the department in question.

A **Dean's List** was established to recognize undergraduate students' academic excellence. To be included on the Dean's List, which is compiled each semester, a student must have obtained a GPA of at least 3.50, and must have earned at least 12 credits using the letter grade system.

Academy is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty may qualify for admission after completing at least 48 semester hours of credit at Simmons using the letter grading system.

Departmental Recognition is given by individual academic departments to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript, and designated Departmental Recognition.

Degrees with Distinction are granted to students whose achievement for four years has certain qualities of excellence, who are members of Academy, and who have been given Departmental Recognition.

Courses and Concentrations

Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, regardless of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction or larger fraction of a student's effort is assigned credit in the same ratio.

Course Numbers

Course numbering at Simmons College is as follows: Courses numbered in the 100's and 200's are offered for undergraduate degree credit only. Within this range

are included independent study (250), individual study (260), internship (270), field work (280), and senior seminar (290) courses. Courses numbered in the 300's are offered for both undergraduate and graduate degree credit. Courses numbered in the 400's and 500's are offered for graduate degree credit only, and courses numbered in the 600's may only be used for credit toward the Doctor of Arts degree in library and information science. The digit following the hyphen in the course number represents the period during which the course is offered: 1 and 2 represent first and second semester respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

Departmental Concentrations

Department of Art and Music

Art

The Department of Art and Music offers one concentration in art and two concentrations in music.

Courses in art history and introductory studio art courses are designed to strengthen the student's perceptual powers and to develop articulate visual intelligence: art history through study of works of art, studio work through direct practice in drawing and painting. Such study, based as it is on perception, complements the literary aspect of other areas in the humanities. The student in science and professional areas will also benefit from strengthening her power of visual thinking, and will discover that active visual imagination is crucial to creative work in other areas.

The concentration in art includes courses in art history and studio art practice. Either area may be emphasized, depending upon interest and career plans. Either emphasis is basic to further study at the graduate level in either art history or practice.

The study of art can lead to careers in a wide variety of fields, such as teaching, publishing, art administration, museum or gallery work, commercial art and design, architecture, city planning, painting and printmaking, etc. In many of these areas, the concentration in art would profitably be combined with a concentration in another area, such as English, history, philosophy, management, communications, or mathematics. The possibilities are so varied that the student is advised to

consult with a member of the Department on possible combinations suitable for different career plans.

There is no strict sequence in which art history courses must be taken, although the introductory courses, Art 141 and 142, Introduction to Art History, are normally taken first. In studio art, eight semester hours at the introductory level are required prior to work in painting and printmaking.

Concentration in Art

Requirements. Students are required to take 28 semester hours in art (four of which may be replaced with a course in the philosophy of art), distributed as follows:

art history courses, 8 sem. hrs.

art practice courses, 8 sem. hrs.

the remaining courses chosen from either art history or art practice, depending upon the student's interests.

Courses

Art Studio Courses

Art 110-0 Basic Drawing 4-8 sem. hrs.

Prereq.: consent of instructor required for second-semester class. The first semester of this two-semester course is comparable to Art 111, but has two additional contact hours, which permit a more comprehensive introduction to drawing. The second semester introduces a diverse range of perceptual and conceptual problems building on the student's prior drawing experience. The student will be encouraged to evolve independent and expressive goals. The course is especially suited for graphics majors and those with more than ordinary interest in art practice. *Chandler.*

Art 111-1, 2 Introduction to Studio Art: Drawing 4 sem. hrs.

This basic drawing course requires no previous studio experience and was designed to introduce the student to basic pictorial concepts and techniques. Varied approaches to drawing, using figures, landscapes, and still life, will be studied. Through slide presentations, the student will be made aware of the cultural and historical context in which stylistic development takes place. *Oppenheim, Wallace.*

Art 112-1, 2 Introduction to Studio Art: Color 4 sem. hrs.

Students will investigate the role of color in perception and in pictorial structure through studio work in painting. In addition to regular studio work, there will be frequent discussions of slides depicting works of art from different periods and cultures. The student will consider the relation between the cultural and historical situation of the artistic and stylistic development. This course requires no previous experience, although the student is strongly urged to take Art 110 or 111 first. *Wallace.*

Art 113-1 Painting I 4 sem. hrs.

Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis will be on color as it relates to both individual expressive needs and pictorial structure. *Oppenheim.*

[Art 114-2 Painting II 4 sem. hrs. Not offered in 1982-83.]

Continuation of Art 113, with emphasis on individual determination of style and direction. *Oppenheim.*

Art 115-1 Silk-Screen Printing I 4 sem. hrs.

A basic course in silk-screen techniques, including construction and preparation of screens and various methods of screen printing. *Wallace.*

Art 116-2 Silk-Screen Printing II 4 sem. hrs.

Continuation of Art 115, with emphasis on individual determination of direction and stylistic concerns. *Wallace.*

Art 117-1 Intaglio Printmaking I 4 sem. hrs.

A basic course in intaglio printmaking, including etching, dry-point, collography, aquatint, and engraving. Emphasis will be on the translation of individual drawing experiences into a variety of intaglio print methods. *Chandler.*

Art 118-2 Intaglio Printmaking II 4 sem. hrs.

Continuation of Art 117, with emphasis on individual determination of style and direction. This course may be taken with no previous experience in intaglio printmaking. *Oppenheim.*

Art History Courses

Art 141-1 Introduction to Art History: Egypt to Mannerism 4 sem. hrs.

Study of selected works of painting, sculpture, and architecture representing major phases of Western culture from ancient Egypt through 16th-century Mannerism. *Faxon.*

Art 142-2 Introduction to Art History: Baroque to the 20th Century 4 sem. hrs.

A continuation of Art 141 dealing with selected works of painting, sculpture, and architecture from the 17th-century Baroque to the 20th century, including both European and American works. *Faxon.*

Note: Art 141, 142 is designed as a two-semester sequence, but either course may be taken separately.

Art 143-2 Art in Europe: 1750-1900 4 sem. hrs.

Painting, sculpture, and architecture from the neoclassical movement of the late 18th century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Faxon.*

[Art 144-1 20th-Century Art in Europe 4 sem. hrs. Not offered in 1982-83.]

Painting, sculpture, and architecture in Europe from the Fauve and Cubist movements to the Second World War and after. Emphasis on such major figures as Picasso, Matisse, Mondrian, and Le Corbusier. *Faxon.*

Art 145-2 Art in the United States 4 sem. hrs.

Painting, sculpture, and architecture in America from the Revolution to the present. Emphasis on such major themes as portraiture, romanticism, realism, and abstraction, and on such figures as Copley, Homer, and Pollock. *Faxon.*

Art 146-1 Art in the Age of Rembrandt 4 sem. hrs.

Seventeenth-century art in Europe, with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velázquez, and Poussin. *Faxon.*

Art 147-1 Art in the Age of Leonardo da Vinci and Michelangelo 4 sem. hrs.

Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli, and Raphael.

[Art 148-1 A History of Women Artists 4 sem. hrs. Not offered in 1982-83.]

A survey of the paintings, sculpture, and architecture of women artists from medieval times to the present, with emphasis on such major artists as Sophonisba Anguiscola, Artemisia Gentileschi, Elisabeth Vigée-Lebrun, Harriet Hosmer, Edmonia Lewis, Rosa Bonheur, Mary Cassatt, Berthe Morisot, Kaethe Kollwitz, Louise Nevelson, and Helen Frankenthaler. *Faxon.*

Art 150-1 Art History From a Black Perspective 4 sem. hrs.

A survey of the history of art, with a strong emphasis on the contribution of African people to American art culture, including special attention to the role of African people in developing world art. *Chandler.*

[Art 158-2 The Indian Arts of the Americas 4 sem. hrs. Not offered in 1982-83.]

A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America, both before and after the voyages of Columbus. *Faxon.*

Art 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

Music

Courses in music are primarily directed toward students whose chief interests are in other disciplines, but who believe they can benefit from what the arts have always provided: a better understanding of our lives. Once involved with music, the student will become concerned

with the creator's sense of living as well as with her own. Courses will focus on music that appeals not only to the ear, but also to the mind and senses, to the intellect and emotion.

The appropriate first course for the general student and the music concentrator is Mus. 120, Perspectives in Music; those considering a concentration in music should take the course early, preferably during their freshman year. Courses in music do not require previous music experience, although skills gained in Mus. 120 or Mus. 128, Introduction to Musical Theory and Practice, are generally helpful.

The Department welcomes students wishing to develop joint concentrations with other departments, and such students should consult with the music faculty.

Concentration in Music

Two concentrations are offered: applied music (performance, theory, or composition) and music history and literature. Both concentrations have been established through an interinstitutional arrangement between Simmons and The New England Conservatory of Music.

Requirements. Students are required to complete 40 semester hours, distributed as follows:

Applied Music

applied music courses, 16 sem. hrs.
theory or theoretical studies courses, 16 sem. hrs.
music history and literature courses, 8 sem. hrs.

Music History and Literature

music history and literature courses, 16 sem. hrs.
theory or theoretical studies courses, 16 sem. hrs.
applied music courses, 8 sem. hrs.

The concentration requirement will be worked out with the Simmons music faculty in consultation with The New England Conservatory faculty. Independent study and/or field work will be part of the advanced work required in both areas of concentration.

Courses

Mus. 120-1, 2 Perspectives in Music 4 sem. hrs.

Whether familiar or totally new, music from the Renaissance to the 1980s can be listened to with new excitement when approached with creative insight. With frequent use of films and guest artists, this informal seminar will explore the history and pleasure of music and is designed to entice mind and ear, deepen understanding, and increase interest and delight in our musical heritage. *Gronquist.*

[Mus. 123-2 Introduction to Musical Drama 4 sem. hrs. Not offered in 1982-83.]

A study of the relationships between music and drama through selected works composed for stage, church, and concert hall. Focusing on operas, oratorios, musical comedies, and other kinds of dramatic music, this course is planned to enhance the listener's appreciation of both literary and musical aspects. Guided listening to recordings, study of musical scores and librettos, collateral readings, and assigned projects. No previous background in music is required. *Gronquist.*

Mus. 128-1 Introduction to Musical Theory and Practice 4 sem. hrs.

The study of the fundamental theoretical aspects of music. Terminology and notation. Basic tonal melodic singing and hearing. Meter and rhythmic practice. Basic tonal harmony. Especially beneficial as background for any of the more specialized courses offered within the Department or at The Conservatory. *Gronquist.*

Mus. 139-2 Paris in the Early 20th Century: The Origins of the Avant Garde 4 sem. hrs.

An introductory course involving interdisciplinary studies in cultural history, examining the ideas and works of the many artists, writers, musicians, etc., who were active in Paris from around 1890 to 1930. Movements dealt with include Symbolism, Cubism, Dadaism, Surrealism; music of Debussy, Ravel, Stravinsky, Les Six. Open to freshmen and upperclassmen; no previous background required. *Gronquist.*

[Mus. 140-1 History of Afro-American Music 4 sem. hrs. Not offered in 1982-83.]

An historical analysis of the development of Afro-American music as it relates to the scope of American music. Consideration will be given to the social, political, and economic factors that influenced this music. Topics will include work songs, spirituals, blues, jazz, and gospels. Guided listening to recordings, attendance at concerts, collateral readings, and a major research paper will be required of each student.

Mus. 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at The New England Conservatory may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Registrar. The student will then be referred to The Conservatory by the Simmons music faculty, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Faculty

Art

Thomas Joseph Wallace, A.M. Professor of Art and Chairman of the Department of Art and Music

Dana C. Chandler, B.S. Associate Professor of Art

Robert Oppenheim, M.F.A. Associate Professor of Art

Alicia Faxon, Ph.D. Assistant Professor of Art History

Music

Robert E. Gronquist, M.A. Associate Professor of Music and Director of Musical Activities

Marian Novak, M.A. Administrative Assistant for the Department of Art and Music

Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge that makes possible a variety of career opportunities. The biology concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry, and the specialties of biology, and an appreciation of modern biological trends. This concentration is also basic for specialization at the graduate level in biology.

Undergraduate preparation in biology may lead to career opportunities in government, university, hospital, and commercial laboratories in areas such as animal and plant physiology, developmental biology, biochemistry, microbiology, immunology, and ecology. The curriculum also prepares the student for graduate study in such areas as public health, medicine, dentistry, and veterinary science.

Cooperation with other departments in the College provides opportunities for interdisciplinary programs. Combined programs are possible with the departments of Chemistry, Physics, Mathematics and Psychology. Certification for teaching biology at the middle school and secondary school levels is possible by enrollment in the Department of Education's program.

Concentration in Biology

Requirements

Students planning a program in biology may satisfy the core requirements by taking the following courses:

Upon Departmental recommendation, either of the following:

Year 1	Bio. 106	Principles of Biology I
	and	
	Bio. 108	Principles of Biology II
	or	
	Bio. 113	General Biology I
	and	
	Bio. 115	General Biology II
Year 2	One of the following:	
	Bio. 120	Biology of Plants
	or	
	Bio. 126	Invertebrate Zoology
	or	
	Bio. 127	Vertebrate Zoology
	One of the following:	
	Bio. 138	Comparative Animal Physiology
	or	
	Bio. 140	Plant Physiology
Year 3	Bio. 125	Cell Biology
	and	
	Bio. 136	Genetics

After the minimum requirement of one course from each group has been met, remaining course(s) from any group may be taken as electives.

To complete the minimum requirements, students must take two or more courses in biology selected from the list below. Students are encouraged to take a course in plant biology and a course at the population level.

Bio. 120	Biology of Plants
Bio. 121	Microbiology
Bio. 126	Invertebrate Zoology
Bio. 127	Vertebrate Zoology
Bio. 131	Anatomy and Physiology I
Bio. 132	Anatomy and Physiology II
*Bio. 135	Developmental Biology
Bio. 136	Genetics
Bio. 138	Comparative Animal Physiology
*Bio. 140	Plant Physiology
*Bio. 142	Topics in Behavioral Biology
*Bio. 145	Principles of Ecology
*Bio. 146	Microtechnique, Histology, and Microscopy
*Bio. 147	Host-Parasite Relationships
*Bio. 151	Immunobiology
*Bio. 153	Topics in Marine Biology
*Bio. 154	Advanced Experimental Biology
*Bio. 155	Evolution
*Bio. 156	Neurobiology

In the senior year, students must satisfy their requirements for individual study either by taking Bio. 250 or by taking two additional advanced courses in biology. The courses satisfying the individual study requirement are indicated above by an asterisk *. Students must receive the consent of the instructor and the Departmental Independent Study Committee before registration, and must complete a research project or paper in addition to the regular course requirements.

Prerequisites. Students considering a concentration in biology should normally take Bio. 113 and 115 during their first year. Students with little or no science background may be advised to take Bio. 106 and 108. Students are required to take Chm. 111 or 113, 114, and 125 as well as Mth. 110 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include Chm. 126. It is also strongly recommended that students elect one year of physics and additional courses in mathematics.

Courses

Bio. 106-1 Principles of Biology I 4 sem. hrs.

The fundamental concepts of modern biology, with emphasis on the development of ideas and the significance of biological issues in contemporary society. Topics will include cellular mechanisms, homeostasis, and population dynamics. For students with little science or math background. *Members of the Department.*

Bio. 108-2 Principles of Biology II 4 sem. hrs.

An overview of strategies for survival among the major groups of living organisms. Emphasis on physiological mechanisms, reproduction, and genetics. For students with little science or math background. Does not presuppose Bio. 106. *Members of the Department.*

Bio./Psy. 109-2 Biology and Psychology of Women 4 sem. hrs.

Not a prerequisite for further courses in the Biology or Psychology departments.

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data, including experiments, will be emphasized. *Members of the Biology and Psychology departments.*

[Bio. 110-2 Horticulture 4 sem. hrs. Not offered in 1982-83.]
Not a prerequisite for further courses in the Department, except with the consent of the Department.
Study of plant cultivation, propagation, structure, function, and human utilization. The emphasis in this course is the practical use of botanical knowledge to grow and use plants.

Bio. 113-1 General Biology I 4 sem. hrs.

Prereq.: Departmental placement.

Study of adaptive strategies of plants, invertebrates, and vertebrates for solving the problems of bioenergetics, internal transport, osmotic and ionic balance, and hormonal and nervous integration. *Members of the Department.*

Bio. 115-2 General Biology II 4 sem. hrs.

Prereq.: Bio. 113 or equivalent.

Consideration of reproduction, development, inheritance, and evolution in plants and animals, with emphasis on Mendelian genetics, biochemistry of the gene, control of gene activity, population genetics, and ecology. *Members of the Department.*

Bio. 120-1 Biology of Plants 4 sem. hrs.

Prereq.: one semester of college biology or consent of the instructor.

An introduction to plant biology, focusing on plant anatomy, morphology, and development. Emphasis on an integrated approach to plant structure and function and on recent advances in plant science. *Skvirsky.*

Bio. 121-1 Microbiology 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and use of quantitative methods. *Coghlan.*

Bio. 125-2 Cell Biology 4 sem. hrs.

Prereq.: one year of college biology and Chm. 125 or consent of the instructor.

A thorough study of the cell is presented, including structure, function, cell diversity, and methods of analysis. Major biochemical pathways of the cell are examined in relationship to particular organelles. Laboratory exercises are designed to introduce a wide range of techniques used by cell biologists. *Berliner.*

[Bio. 126-1 Invertebrate Zoology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Bio. 113 and 115 or equivalent.

A survey of the invertebrate phyla. Emphasis is on adaptive significance of the structure and physiological characteristics of each invertebrate group in relation to its ecological distribution. Systematics that may be phylogenetically significant are included.

Bio. 127-1 Vertebrate Zoology 4 sem. hrs.

A survey of the chordates, including protochordates and vertebrates. Emphasis is on morphological characteristics, and ecological and evolutionary relationships. Laboratory will include field work and dissection of representatives from most major groups of chordates.

Bio. 131-1 Anatomy and Physiology I 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

An integrated presentation of the fundamental facts and concepts of human anatomy and physiology. Emphasis will be placed on the cellular basis of membrane excitability and hormone action, neuroanatomy, musculoskeletal system and motor control, reproduction, and embryology. Laboratory will include histology, gross anatomy, and physiological experiments.

Bio. 132-2 Anatomy and Physiology II 4 sem. hrs.

Prereq.: Bio. 131 recommended.

An introduction to the structural relationships and functional integration of major systems of the human body, with emphasis on cardiovascular, respiratory, renal, gastrointestinal, and defense systems. Laboratory will include histology, gross anatomy, and physiological experiments. *Loehr.*

Bio. 135-2 Developmental Biology 4 sem. hrs.

Prereq.: Bio. 125, 136, and Chm. 125.

Study of the development of organisms from fertilization to death. Formation of the individual from molecules to three-dimensional form with individuality. Laboratory exercises on a variety of organisms. Independent analysis of original research papers and independent research projects included.

Bio. 136-1 Genetics 4 sem. hrs.

Prereq.: Bio. 113, 115 and Chm. 114.

Study of the principles of classical and molecular genetics and the control of gene expression in both eukaryotic and prokaryotic genetic systems. *Skvirsky.*

Bio. 138-2 Comparative Animal Physiology 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

A comparative approach to the study of basic physiological processes, such as osmoregulation, nutrition, digestion, respiration, excretion, thermoregulation, and integration. The major groups will be studied, with emphasis on phylogenetic relationships. *Irwin.*

[Bio. 140-2 Plant Physiology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Bio. 113, 115 or equivalent.

An introduction to the physiology, biochemistry, and control of growth and development in higher plants. Topics will include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant-pathogen relations.

[Bio. 142-1 Topics in Behavioral Biology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: one year of college biology or consent of the instructor.

A study of invertebrate and nonhuman vertebrate behavior, including such topics as anatomical and physiological bases of behavior, genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Open-ended lecture and laboratory with opportunity for long-range experiments.

[Bio. 145-1 Principles of Ecology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: one year of college biology or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their use in conservation, with emphasis on New England. Field work in mountain, marsh, bog, and rocky shore ecosystems.

Bio. 146-2 Microtechnique, Histology, and Microscopy 4 sem. hrs.

Prereq.: two years of college biology.

Microscopic study of living, fixed plant, and animal tissues. Their preparation for structural and histochemical study by light, phase-contrast, fluorescence microscopy, and photomicrography.

Bio. 147-1 Host-Parasite Relationships 4 sem. hrs.

Prereq.: Bio. 121 or consent of the instructor.

Emphasis on animal parasites of man, their ecology, host interactions, and control and identification under clinical and experimental conditions. Medical mycology and plant pathology included. *Williams.*

[Bio. 151-2 Immunobiology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: consent of the instructor.

A consideration of the basic principles of immunology, with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution.

Bio. 153-1 Topics in Marine Biology 4 sem. hrs.

Prereq.: one year of college biology.

Seminar on current studies in marine biology, with special reference to fundamental work on organic productivity, food chains, fishing resources, and whaling. Includes consideration of selected topics in physiological ecology of marine forms, with special emphasis on intertidal flora and fauna. *Nickerson.*

[Bio. 154-2 Advanced Experimental Biology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: two years of college biology.

Biological criteria of a wide range of plants, animals, and microorganisms that determine their choice as model test organisms in cell biology, physiology, development, and genetics. Experimental design includes biostatistics; instrumentation includes microscopy and photography. Each student will plan and execute one or more complete experiments in her area of interest.

[Bio. 155-2 Evolution 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Bio. 136 or consent of the instructor.

A discussion of the mechanisms of evolution, with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift, and evolutionary changes in natural populations as well as the genetics of speciation and race formation.

[Bio. 156-1 Neurobiology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Bio. 138 or consent of the instructor.

A comparative study of nervous systems, with emphasis on evolutionary changes and cellular specializations in vertebrates and invertebrates. Methodologies currently in use in neurobiological research will be featured through lectures, discussion of current research papers, and lab exercises.

Bio. 250-1, 2 Independent Laboratory Research 4 or 8 sem. hrs.

Open to seniors for fulfillment of individual study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

Bio. 260-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Members of the Department.

Faculty

N. Sandra Williams, Ph.D. Associate Professor of Biology and Chairman of the Department of Biology

***Martha D. Berliner, Ph.D.** Professor of Biology

Anne Eveline Coghlan, Ph.D. Professor of Biology and Dean of Sciences

Louis N. Irwin, Ph.D. Associate Professor of Biology

Richard P. Nickerson, Ph.D. Associate Professor of Biology

Karen Loehr, Ph.D. Assistant Professor of Biology

Rachel C. Skvirsky, M.A. Instructor in Biology

Mary MacCurtain Assistant Supervisor, Preparation Room

Elizabeth Roche Supervisor, Preparation Room

Carl Wolf Secretary for the Department of Biology

Concentration in Medical Technology*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with Lynn Hospital, and in the student's final year courses are given in the hospital's laboratories by its staff members and at the College by Simmons faculty members. The program is approved by the Council on Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program. Acceptance to the final year of study in medical technology is dependent on the student's academic standing and the availability of hospital space. Each student must have the formal approval of the Educational Director and the Dean of Sciences to enter her final year.

After graduation, the student may be employed in the diagnostic laboratories of hospitals, clinics, or physicians, or in the health service departments of industry and educational institutions. By electing additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research, or as a candidate for admission to graduate work in these specialized fields.

Requirements

MT 140 Chemistry
MT 141 Hematology
MT 142 Pathogenic Microbiology and Parasitology
MT 143 Special Laboratory Projects
MT 144 Immunohematology
MT 244 Clinical Immunohematology
MT 250 Clinical Microbiology
MT 251 Clinical Hematology
MT 252 Clinical Chemistry

Prerequisites. In order to qualify for the concentration in medical technology, students are required to complete during the first year Bio. 113, Bio. 115, Chm. 111 or Chm. 113, and Chm. 112. In the second year, students must take Mth. 110, Chm. 123, Chm. 126, and Bio. 121. During the third year, the courses required of students are Bio. 122, Bio. 147, Bio. 134, and Bio. 151. A year of college physics and a semester of statistics are recommended.

Courses

Classes in medical technology are held at Lynn Hospital and at Simmons and are not open to students in the College's other programs.

MT 140-1 Chemistry 4 sem. hrs.

Principles and methodologies of current clinical chemistry procedures involving body fluids and instrumentation used in the medical laboratory for the assessment of human physiological conditions.

MT 141-1 Hematology 3 sem. hrs.

Principles and procedures of basic medical laboratory hematology and immunohematology, including basic coagulation, hemopoiesis, and morphology, and physiology of blood cells and bone marrow. Lectures are supplemented by clinical pathology conferences, discussions on current literature, and applied laboratory experiences.

*Students interested in this concentration should consult the Chairman of the Biology Department for additional information.

*On sabbatical leave first semester 1982-83.

MT 142-2 Pathogenic Microbiology and Parasitology 5 sem. hrs.

Methods, principles, and theories of basic medical laboratory sciences. Methods of identification and differentiation of normal and pathogenic body flora. Basics of virology, mycology, mycological infections, and parasitology.

MT 143-1 Special Laboratory Topics 2 sem. hrs.

Principles of urinalysis; research and management in medical technology; laboratory mathematics.

MT 144-2 Immunohematology 2 sem. hrs.

Testing for antigens and antibodies of blood, cross matching, compatibility.

MT 244-2 Clinical Immunohematology 2 sem. hrs.

Clinical experience in blood banking.

MT 250-2 Clinical Microbiology 5 sem. hrs.

Clinical experience in applied microbiology.

MT 251-1 Clinical Hematology 3 sem. hrs.

Clinical experience in applied hematology and coagulation.

MT 252-1 Clinical Chemistry 6 sem. hrs.

Clinical practice in applied chemistry.

Faculty

Paul A. Raslavicus, M.D. *Medical Director of the Program in Medical Technology*

Francesca Toscani, B.S., MTASCP *Lecturer on Hematology and Educational Director of the Program in Medical Technology*

Joan Bessom, B.S., MTASCP *Lecturer in Chemistry*

Joanne P. Croke, B.S., MTASCP *Special Clinical Instructor in Blood Banking*

Deborah D'Amore, B.S., MTASCP *Special Clinical Instructor in Microbiology*

Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, famine, and overpopulation, cannot be solved without attacking their scientific aspects: An education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in educational and experimental areas require only a bachelor's degree. The former include, in addition to teaching, librarianship, technical writing, publishing, and business specialties. Laboratories concerned with experimental investigations in medicine, such as cancer chemotherapy, pharmaceuticals, biochemistry, oceanography, air and water pollution, agriculture, pesticides, and plastics, are in constant need of college-trained chemists.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the M.A.T. degree.

Requirements and Facilities. The required courses in chemistry normally completed by the end of the third year are Chm. 125, 126, 131, and 132. Concentrators are also required to take Chm. 250 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chm. 141, 143, 144, 146, 147, and 148.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Interinstitutional grants to Simmons and neighboring institutions have provided the Department with instrumentation beyond the scope of that usually available at undergraduate colleges.

Prerequisites. Students considering a concentration in chemistry should take Chm. 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take Chm. 111 instead of 113. Mth. 101 or 102 will be recommended by advisers for students in chemistry who think they may need to review basic mathematical concepts. By the time they enroll in Chm. 131, they should have taken, or be taking, Mth. 120 and Phy. 112 and 113, which may be used to fulfill part of the arts and sciences depth requirement.

Graduate School Preparation. The American Chemical Society (ACS) suggests a set of standards that it believes will prepare students for graduate study. To meet these standards, the student must include as electives Chm. 148 and two courses from 141, 146, and 147. The student is also advised to have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

Interdepartmental Programs. There are formal concentrations that combine chemistry with biology, management, mathematics, nutrition, and psychology. In addition, chemistry has been combined with education, communications, and philosophy to lead to immediate careers or graduate study. To plan other interdepartmental programs, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

Double-Degree Program in Chemistry and Pharmacy.

A five and a half year program leading to baccalaureate degrees in both chemistry and pharmacy is described on page 89. Students interested in the program should consult the Chairman of the Chemistry Department during freshman orientation to insure proper course selection.

Courses

Chm. 101-1, 2 Computers and Computer Programming 4 sem. hrs.

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution, flow charting, and programming in the language BASIC. Elements of computer structure. Students will learn to design, write, and run programs on the time-shared computers. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Two hours of lecture, one hour of computer time per week. *Bell, Soltzberg.*

Chm. 107-2 Drug Use and Abuse 4 sem. hrs.

Study of the chemistry and biochemistry of drugs and the interaction of different drugs in the body. After the chemical principles are introduced, the course will use a topical approach. Subjects may include the chemistry and effects of nonprescription drugs, such as alcohol and aspirin; prescription drugs, such as sleeping and birth-control pills; and illegal drugs, such as heroin. Three lectures and a three-hour laboratory per week. *Hartman.*

Chm. 109-2 Survival Chemistry 4 sem. hrs.

Study of the fundamental scientific principles underlying various environmental and technological issues, with the aim of enabling the student to understand and deal with the impact of science on society. The course will employ a topical approach. The topics may include energy resources and alternatives, air and water pollutants, alternatives to pesticides, man-made polymers, drugs, genetic engineering, and population growth and consequences.

Chm. 111-1 Introductory Chemistry: Inorganic and Physical 4 sem. hrs.

The historic and scientific evolution of basic concepts with special reference to inorganic compounds, including equations, the periodic table, chemical bonding, and equilibrium. Neither previous knowledge of the subject nor any sophisticated background in mathematics is assumed. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques. Three lectures, one discussion period, and one laboratory per week. *Hartman.*

Chm. 112-2 Introductory Chemistry: Organic 4 sem. hrs.

Prereq.: Chem. 111 or 113.

Designed for the concentrator in the paramedical or science-related field. Nature of the covalent bond, and structure and reactions of organic compounds, with emphasis on practical applications. Introduction to chemical and biochemical functions of compounds important to life. Laboratory includes a critical examination of organic molecules and their reactions. Three lectures, one discussion period, and one laboratory per week. (This course can serve as a prerequisite to Chm. 125, with the consent of the instructor.) *Bell.*

Chm. 113-1 Principles of Chemistry 4 sem. hrs.

Prereq.: a satisfactory score on the Simmons Chemistry Placement Examination.

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. *Soltzberg*

Chm. 114-2 Organic Chemistry I 4 sem. hrs.

Prereq.: Chm. 111 or 113.

The fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure and electrical properties of organic molecules are studied. Functional groups are introduced, and the classes of organic compounds are surveyed. Simple organic reactions involving the main classes of compounds are then taken up. From this background, an in-depth mechanistic study of the classes of organic compounds is begun, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. *Beck.*

Chm. 123-1 Introductory Chemistry: Biological 4 sem. hrs.

Prereq.: Chm. 112 or 114.

Builds on the organic background provided in Chm. 112. Study of carbohydrates, lipids, and proteins and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory per week.

Chm. 125-1 Organic Chemistry II 4 sem. hrs.

Prereq.: Chm. 114.

An extension of Chm. 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory per week. *Piper.*

Chm. 126-2 Analysis and Equilibrium 4 sem. hrs.

Prereq.: Chm. 113 and Mth. 110.

Introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, and one scheduled and one open laboratory per week. *Brauner.*

Chm. 131-1 Thermodynamics and Kinetics 4 sem. hrs.

Prereq.: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.

Detailed treatment of states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanism. Laboratory study of pure materials, solutions, and rates of chemical reactions supplements the lecture and introduces the use of sophisticated instrumentation. Three lectures and one laboratory per week. *Bowers.*

Chm. 132-2 Quantum Mechanics and Molecular Structure 4 sem. hrs.

Prereq. or concurrent: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory per week. *Bowers.*

Chm. 141-1 Advanced Analytical Chemistry 4 sem. hrs.

Prereq.: Chm. 131.

Instrumental methods, including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chelometry, solvent extraction, chromatography, and ion extraction. The use of NMR in inorganic analysis will also be included. Three lectures and one laboratory per week. *Brauner.*

Chm. 143-1 Advanced Organic Chemistry 4 sem. hrs.

Prereq.: Chm. 125.

A study of organic reaction mechanisms followed by synthesis design leading to full synthetic treatment of complex molecules. The latter half of the course can be oriented toward the treatment of molecules having medicinal or biological significance, such as synthetic drugs, hormones, and natural products, to be chosen according to the interests of enrolled students. *Beck.*

Chm. 144-2 Advanced Physical Chemistry 4 sem. hrs.

Prereq.: Chm. 131 and 132.

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chm. 131 and 132. Three lectures per week. *Members of the Department.*

Chm. 146-2 Organic Analysis 4 sem. hrs.

Prereq.: Chm. 125 and 126.

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing major spectrometric techniques used in organic structural elucidation. Three lectures and six hours of laboratory per week. *Piper.*

Chm. 147-2 Biochemistry 4 sem. hrs.

Prereq.: Chm. 125, 126, and 131 or consent of the instructor.

Organizing principles of living systems, structure and properties of biomolecules, and conformation of proteins. The course will also cover enzyme reaction mechanism and kinetics, principles of energy transfer in cells, reaction mechanism, and integration and control of metabolic pathways. Three lectures and one laboratory per week. *Hartman.*

Chm. 148-1 Advanced Inorganic Chemistry 4 sem. hrs.

Prereq.: Mth. 120 and Chm. 132.

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organometallics, and electron deficient species. The course will include topics of current bioinorganic interest, such as metalloporphyrins, enzymes, nitrogen fixation, and essential trace elements. *Bell.*

Chm. 250-0 Undergraduate Research Project 8 sem. hrs.

Required of all seniors. Open to juniors and sophomores with the consent of the Department.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. *Members of the Department.*

Chm. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Members of the Department.

Chm. 290-0 Chemistry Seminar No credit.

Required of all chemistry concentrators.

Other students are urged to attend. *Members of the Department.*

Faculty

Peter George Bowers, Ph.D. Professor of Chemistry and Chairman of the Department of Chemistry

Jerry Alan Bell, Ph.D. Professor of Chemistry

Phyllis Ambler Brauner, Ph.D. Professor of Chemistry

Iclal Sirel Hartman, Ph.D. Professor of Chemistry

James Underhill Piper, Ph.D. Professor of Chemistry

Leonard Jay Soltzberg, Ph.D. Professor of Chemistry

Mae Lucille Beck, Ph.D. Associate Professor of Chemistry

Carolyn Gosse Spodick, S.M. Special Instructor in Chemistry

Nancy C. Reynolds, A.B. Secretary for the Department of Chemistry

Department of Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media. The courses equip students for careers in book and magazine publishing; newspaper and broadcast journalism; technical writing; public relations; advertising copywriting for print, radio, and television; graphic design for print and electronic media; and the preparation of scripts and programs for film and video cassettes.

Internships and learning experiences in the various fields of communications are available to students enrolled in all concentrations in communications.

Concentration in Communications

Requirements. The sequence of 32 semester hours of required courses in the concentration in communications is normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 131 Article Writing I
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Com. 350 Senior Project
- Com. 250 Independent Study
- or
- Com. 260 Individual Study

Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts, which is offered jointly with The School of the Museum of Fine Arts, prepares students to do graphic design work primarily in print, though individual design objectives can be accommodated. Admission to the concentration is contingent on the acceptance of the student's portfolio, which must be submitted by April 1 of the freshman year.

Prerequisites. 16 semester hours in the Department of Art:

Art 110 Basic Drawing 8 sem. hrs., preferably taken in the freshman year.

Eight semester hours in printmaking, selected from the following courses, and taken concurrently with Com. 345 and Com. 346:

- Art 115 Silk Screen Printing I
- Art 116 Silk Screen Printing II
- Art 117 Intaglio Printmaking I
- Art 118 Intaglio Printmaking II

Requirements. 36 semester hours in communications, which are normally taken in the following order:

- Com. 320 Communications Media
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Com. 346 Seminar in Graphic Design (two semesters)
- Com. 148 Basic Photography
- Com. 349 Advanced Photography
- Com. 350 Senior Project
- Com. 390 Magazine Publishing Seminar

Courses taken at The School of the Museum of Fine Arts:

Eight semester hours in graphic design

Elective: Students may elect one course in drawing, painting, printmaking, or film, providing the requirements in the Department of Art have been fulfilled.

Concentration in Advertising

The concentration in advertising is designed for students who are interested in advertising as a career and who have creative, selling, and analytical talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copywriters, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expeditors, and account executives.

Requirements. The sequence of 44 semester hours in advertising (28 in communications and eight in management, plus an additional eight hours of independent study or internship, which must be taken senior year in the Department of Communications) are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 136 Advertising Copywriting I
- Com. 137 Advertising Copywriting II
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Mgt. 150 Marketing
(Prerequisites: Eco. 101, Eco. 102, Mth. 189, Mgt. 120, and Mgt. 127.)
- Mgt. 163 Marketing Research

Concentration in Corporate and Institutional Publishing and Public Relations

The concentration in corporate and institutional publishing and public relations is designed for students interested in business communications and prepares them for positions as editors of employee, customer, and institutional publications; directors of multimedia communications programs; public relations practitioners in business and public service organizations; and specialists in financial and international public relations.

Requirements. A total of 32 semester hours in communications, eight semester hours in management, and four hours in economics, plus eight hours of independent study or internship, which must be taken senior year in the Department of Communications, are required for the concentration in corporate and institutional publishing and public relations. Courses are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 135 Public Relations
- Com. 339 Advanced Public Relations
- Com. 138 Editing Publications for Companies and Nonprofit Organizations
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design

- Eco. 101 Macroeconomics
or
- Eco. 102 Microeconomics
- Mgt. 150 Marketing
(Prerequisites: Eco. 101, Eco. 102, Mth. 189, Mgt. 120, and Mgt. 127.)
- Mgt. 153 Consumer Behavior
or
- Mgt. 154 Monetary Management
or
- Mgt. 156 Personnel Administration
or
- Mgt. 157 Labor Relations
or
- Mgt. 158 Stock Market Investments

Public relations concentrators usually meet the College depth requirement by combining their management courses with Mth. 189, Eco. 101, and Eco. 102.

Post-Baccalaureate Program Leading to a Diploma in Communications

This program can be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges, whose undergraduate programs have been largely academic, the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the news media. Each student's program is planned in consultation with the Department faculty. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

- Com. 320 Communications Media
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Com. 350 Senior Project
- Com. 390 Magazine Publishing Seminar
- Electives Eight semester hours

Courses

Com. 130-1, 2 Journalism 4 sem. hrs.

The discipline of straight, factual writing for the news media. Reporting, features, interviews, editorials, reviews. *Poole, Ball.*

Com. 131-1, 2 Article Writing I 4 sem. hrs.

Prereq.: Com. 130.

Writing articles for publication. Study and discussion of published material; reading, discussion, and criticism of student work. *Ball, Jenks.*

Com. 132-2 Advanced Journalism 4 sem. hrs.

Prereq.: Com. 130 and consent of the instructor.

For students interested in news media careers. Spot reporting assignments of actual news events (courts, government, public affairs), with copy deadlines immediately afterwards. Lectures and newsroom practice in copy editing for newspapers, photo editing, page design and typography for newspapers. *Poole.*

Com. 133-1 Broadcast Journalism 4 sem. hrs.

Prereq.: Com. 130 and consent of the instructor.

Reporting, filming, script writing, film and videotape editing for the broadcast media. Students will go out on actual news and documentary assignments.

Com. 135-1, 2 Public Relations 4 sem. hrs.

Prereq.: Com. 130.

Institutional public relations and practical training in publicity procedures; analyzing clients' needs, outlining campaigns, and preparing and placing copy in the print and electronic media. Special attention will be given to applying public relations principles to industrial, educational, and community problems. Students may go into the field on mini-internships or do public relations projects. *Beltz.*

Com. 136-1 Advertising Copywriting I 4 sem. hrs.

Advertising form and style and advertising copywriting. Projects and criticism, with some general reading on advertising theory and practice. *Bailey.*

Com. 137-2 Advertising Copywriting II 4 sem. hrs.

Prereq.: Com. 136.

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms, with field trips to agencies and broadcast stations. *Bailey.*

Com. 138-2 Editing Publications for Companies and Non-profit Organizations 4 sem. hrs.

Prereq.: Com. 130, 135, and consent of the instructor.

Various specialized types of editing and writing, including company or institutional newspapers, newsletters, magazines, annual reports, and personnel handbooks. Students may go into the field on mini-internships. *Beltz.*

Com. 141-1 Public Speaking 4 sem. hrs.

Preparation and presentation of various types of speeches, including impromptu, extemporaneous, and manuscript. Emphasis on platform speaking and delivery, on developing fluency in expressing thoughts in public, and on improving critical listening ability. *Beltz.*

Com. 142-1, 2 Video Production 4 sem. hrs.

A laboratory course in basic video production. Students conceive, write, and produce several short video tapes. Course study will include translation of an idea into visual terms: theory of television, orientation to single-camera shooting, half-inch video editing, equipment, light, sound, TV graphics, and scripting. *White.*

Com. 143-1, 2 Cinematography 4 sem. hrs.

Prereq.: Com. 320.

Instruction in the visual language of film and filmmaking skills. Primary concern for the Super-8 camera and its operation, exploration of lighting, camera placement, and editing. Filmmaking assignments, comparative screenings of student work, and selected sequences from feature films and shorts. *Greenspan.*

Com. 147-2 Printing Workshop 2 or 4 sem. hrs.

Prereq.: Com. 341

An individual project course. Experimentation with type, illustration, and reproduction processes. *Bratton.*

Com. 148-1, 2 Basic Photography 4 sem. hrs.

Enrollment: limited.

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Jackson.*

Com. 250-1, 2 Independent Study 4 sem. hrs.

The student may do independent study off campus, but under the guidance of a Department faculty member. The student meets with the faculty member at regular intervals for evaluation. *Members of the Department.*

Com. 260-1, 2 Individual Study 4 sem. hrs.

Qualified students may pursue writing, publishing, graphic design, photography, video tape production, and filmmaking interests beyond the limits of the listed courses. *Members of the Department.*

Com. 270-1, 2 Internship 8 or 16 sem. hrs.

To qualify for an internship, the student must have fulfilled most of her Departmental and/or interdepartmental requirements. (Usually this occurs in the junior year.) The student goes out into the field to gain professional experience by applying theoretical knowledge to practical problems.

Com. 271-1, 2 Field Experience 4 or 8 sem. hrs.

This experience is available to the student who has not yet fulfilled most of her Departmental and/or interdepartmental requirements, but who wants to learn in the field. Placement is based on the student's background and interest.

Com. 320-1, 2 Communications Media 4 sem. hrs.

An introduction to communication arts and theory, involving analysis of media from the communicator's viewpoint. Numerous screenings supplement examples and exercises in film, video, multimedia, and graphic arts. *White.*

Com. 334-1, 2 Article Writing II 4 sem. hrs.

Prereq.: Com. 131 and consent of the instructor.

For students who wish to continue to write articles under a Department member's instruction. Student meets individually with instructor. *Jenks.*

Com. 339-2 Advanced Public Relations 4 sem. hrs.

Prereq.: Com. 135.

A seminar in which a major survey or project is undertaken in conjunction with a profit or nonprofit agency in the Boston area. Strong emphasis on oral presentation, internal and external communication within organizations, and case studies. For public relations majors and others interested in organizational communication. *Beltz.*

Com. 340-1, 2 Copy and Proof 4 sem. hrs.

Exercises and tests, based on *Words into Type*, to develop a professional attitude toward the problems of language usage and style in the preparation of copy for publication, and in the techniques and problems of reading proof. *Wood.*

Com. 341-1, 2 Graphic Arts Production 4 sem. hrs.

Prereq.: Chm. 101, Basic Computer Appreciation or an equivalent course.

The techniques and processes that convert word and picture copy to the printed page. Emphasis on word processing and digital image technology in the context of more traditional methods. Implications of technology for communications. *Bratton, Smiley.*

Com. 345-1, 2 Graphic Design 4 sem. hrs.

Prereq.: Com. 341.

Introduction to basic design principles and mechanical skills. Traditional and computerized methods applied to problems in publication and design. *Bratton, Smiley.*

Com. 346-1, 2 Seminar in Graphic Design 4 sem. hrs.

Enrollment: limited to ten.

Required for concentrators in graphic and publishing arts; elective for students who have had Com. 345 and have demonstrated an interest and aptitude in graphic design. Individual conferences and regular group discussions. A wide variety of design problems, both conceptual and technical, structured to increase professional skills while developing individual design abilities. *Bratton, Smiley.*

Com. 349-2 Advanced Photography 4 sem. hrs.

Prereq.: consent of the instructor.

Advanced and applied photography in black and white and color, with emphasis on craftsmanship, problem solving, and visual communications. Further emphasis is placed on developing of the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and uses. *Jackson.*

Com. 350-1, 2 Senior Project 4 sem. hrs.

Prereq.: concentration in communications.

Each student creates a communications project and carries it from concept to final production. A variety of publishing and graphic arts projects are possible, along with slide shows, film, animation, videotape, photo essay, or advertising/public relations campaigns. *Members of the Department.*

Com. 390-1, 2 Magazine Publishing Seminar 4 sem. hrs.

Prereq.: consent of the instructor.

Students participate in the planning, writing, production, and design of *Simmons Review*, the College's award-winning quarterly magazine. *Loeb.*

Faculty

Lynda A. Beltz, Ph.D. Associate Professor of Communications

and Chairman of the Department of Communications

Virginia Louise Bratton, S.B. Professor of Graphic Arts

Alden W. Poole, S.B. Professor of Journalism

Reginald L. Jackson, Ph.D. Associate Professor of Photocommunications

Robert Francis White, M.S. Associate Professor of Communications

Deborah Smiley, M.F.A. Assistant Professor of Graphic Arts

Margaret Matheny Bailey, A.B. Lecturer on Advertising Copy Writing

Charles Herbert Ball, S.M. Lecturer on Journalism

Homer Jenks Lecturer on Article Writing

Stacey Greenspan, B.F.A. Special Instructor in Filmmaking

Margaret A. Loeb, B.S. Editor of the *Simmons Review* and Special Instructor in Magazine Publishing

Alden Wood, S.B. Special Instructor in Editorial Procedures

Associates, 1982-83

Nancy Axelrad, A.B. Associate in Multi-Media

President, N.A. Associates, Pittsburgh

Richard Bartlett, A.B. Associate in Book Design

Director of Publications, The Peabody Museum at Harvard

Norman Cahners, A.B. Associate in Business Publishing

Chairman, Cahners Publishing Company, Inc., Boston

Muriel Cohen, S.M. Associate in Educational Publishing

Education Editor, *The Boston Globe*

Theodore Conant, A.B. Associate in Broadcast Media

Director of Schröder Technology, New York

Corbin Gwaltney, A.B., D.H.L. Associate in Educational Publishing

Editor and President, Editorial Projects for Education Publisher, *The Chronicle of Higher Education*, Washington, D.C.

Katherine Marie Heggie, S.B. Associate in Research

Hemenway and Barnes, Boston

Charles M. Helmken, A.M. Associate in Educational Publishing

Vice President of Special Projects, Council for the Advancement and Support of Education, Washington, D.C.

Alice Murphy Lavin, S.B. Associate in Industrial Editing

Manager, *Management News*, New England Telephone Company, Boston

Bruce L. Paisner, A.B. Associate in Video Production

Vice President, Time, Inc., New York

Constance Louise Tree, S.B. Associate in Book Design

Vice President and Production Manager, Ginn and Company, Xerox Corporation, Lexington

Dino Griz Valz, A.B. Associate in Graphic Production

Formerly Media Director, Sutherland-Abbot Company, Boston

Dietmar Winkler Associate in Graphic Design

Dean of Visual and Performing Arts, Southeastern Massachusetts University

Department of Economics

Concentration in Economics

Economics represents a distinct method of inquiry into human behavior and organization. Derived from this analysis is an understanding of the requirements for efficient resource allocation within an economy. Simmons' concentration in economics is designed to provide the student with a strong foundation in economic theory and with the opportunity to apply economic principles in a variety of contexts. An increasingly technological, industrialized, and interdependent society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of careers in industry, finance, and government. Moreover, the background provided prepares the student for graduate work in economics, law, business, and public policy.

In addition to providing the opportunity for a solid core study in economics, the Economics Department has a special emphasis in the general area of public policy. Specific policy areas covered by the Department's course offerings include the economics of public welfare and finance, economic analysis of law, health care economics, economics of industrial organization and regulation, and development/international economics. The student's particular course work in economics can frequently be complemented by course offerings in other departments and can be combined with an internship that is specifically designed to allow the student to apply her skills and learning in a professional environment.

Requirements

Principles of Economics, Eco. 101 and 102, are basic to all subsequent work in this field and should be taken no later than the second year by students considering a specialization in economics. Mth. 108, Introductory Statistics (or the Mth. 138-139 sequence), is required of all concentrators. In addition to Eco. 101, 102, and Mth. 108, 24 semester hours of course work in economics are required for the concentration in economics, as follows:

Eco. 111 Intermediate Microeconomics

Eco. 112 Intermediate Macroeconomics

Eco. 114 Economic Models and Quantitative Methods

Economics electives: 12 semester hours of additional courses.

Normally, concentrators will complete Eco. 111, 112, Mth. 108, and Eco. 114 by the end of the junior year. Eco. 117, Econometrics, is strongly recommended as a

course elective for all students concentrating in economics. In addition, economics concentrators are advised that they must complete eight semester hours of independent study after consultation with members of the Department.

Interdepartmental Concentrations

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and management. The Economics Department cooperates informally with the College's other social science departments in offering courses in the areas of public policy and international relations. Moreover, an increasing number of economics students declare dual concentrations, which the Department encourages.

A formal interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

Interdepartmental Concentration in Economics and Mathematics

Requirements. Eco. 101 and 102, Principles of Economics, are basic to all subsequent work in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. Students electing this interdepartmental concentration are required to complete the following additional courses:

Economics

Eco. 111 Intermediate Microeconomics
Eco. 112 Intermediate Macroeconomics
Eco. 117 Econometrics

Mathematics

Mth. 138 Probability Theory
Mth. 139 Mathematical Statistics
Mth. 110 Calculus I
Mth. 111 Calculus II
Mth. 120 Calculus III
Mth. 121 Calculus IV
Mth. 124 Linear Algebra

Also required are an independent study requirement of eight semester hours and at least two electives from the economics electives or from Mth. 126, Differential Equations, Mth. 130, Introduction to Real Analysis, or Mth. 146, Numerical Methods. In addition, Eco. 116, Mathematical Economics, is recommended.

Courses

Eco. 101-1 Principles of Economics: Macroeconomics 4 sem. hrs.

An introduction to the principles and policies determining output, employment, inflation, growth, and income distribution in national economies. Analysis of the banking system, money creation, government expenditure, and taxation as forces directing aggregate economic activity. Lectures and discussion. *Members of the Department.*

Eco. 102-2 Principles of Economics: Microeconomics

4 sem. hrs.

The basic principles governing the behavior of individual firms and consumers in the microeconomy. An introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. International trade and balance of payments problems are also examined. Lectures and discussion. *Members of the Department.*

Eco. 111-1 Intermediate Microeconomics 4 sem. hrs.

Prereq.: Eco. 101, 102.

Analysis of the theory of decision making at the individual consumer and producer levels. Utility theory and production theory are developed to give background to demand and supply analysis. The market model is developed to examine efficiency under perfect competition and market failure in the presence of imperfect competition, externalities, and public goods. *Bryan.*

Eco. 112-2 Intermediate Macroeconomics 4 sem. hrs.

Prereq.: Eco. 101, 102.

An intermediate course in the theory, measurement and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and income policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

Eco. 114-2 Economic Models and Quantitative Methods

4 sem. hrs.

Prereq.: Eco. 101, 102, Mth. 108.

An overview of economic modeling and the quantitative methods most frequently employed in economic analysis. Use of mathematical and statistical tools to develop and interpret fundamental economic concepts. Specification and analysis of theoretical and empirical economic models of consumer and producer behavior, market equilibria, and national income determination. (Designed for economics concentrators, but not recommended for students in the Mathematics-Economics Program.) *Tolpin.*

[Eco. 116-2 Mathematical Economics 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102; Mth. 110, 111 or consent of the instructor. Economic theory and applications from the mathematical standpoint. Topics will be chosen from the areas of optimization, input/output analysis, general economic equilibrium theory, economic planning, welfare economics, social choice, and game theory. *Chatterjee.*

Eco. 117-1 Econometrics 4 sem. hrs.

Prereq.: Eco. 101, 102, 111, 112, Mth. 108 or consent of the instructor.

The observation and measurement of relationships among economic variables; development of principles and techniques of regression analysis, with a view toward testing hypotheses generated by economic theory and predicting the future behavior of economic variables; emphasis on constructing econometric models as well as testing their validity. *Tolpin.*

[Eco. 121-1 History of Economic Thought 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102.

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Physiocratic, Austrian, Neoclassical, Institutional, Socialist, Keynesian, and Neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems.

Eco. 131-2 Money and Banking 4 sem. hrs.

Prereq.: Eco. 101, 102.

Analysis of the workings of the financial sector of the U.S. economy. Emphasis on how the portfolio allocation decisions of spending units, the operations of financial institutions and financial markets, and the role of monetary policy ultimately affect the level of real economic activity. Current developments in the monetary sector are used to illustrate the theoretical principles developed in the course. *Basch.*

[Eco. 136-1 Public Finance 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102 or consent of the instructor.

An analysis of the effects of alternative means of financing government activity, i.e., an examination of different tax structures and the effects of public debt. Additional topics include public expenditure analysis (including cost-benefit analysis), redistribution of income, problems of collective decision making in a democracy, and fiscal federalism. *Bryan.*

Eco. 137-1 Economic Analysis of Law 4 sem. hrs.

Prereq.: Eco. 101, 102.

The course examines the role of law in the allocation of scarce goods. The traditional fields of U.S. law are analyzed from two approaches. First, law is studied as a vehicle by which society centrally defines guarantees and limits to the activities of production and exchange and to the distribution of wealth. Second, with the distinctive perspectives of economics, law is examined as a means for correcting the failure of markets to produce and allocate goods efficiently. Of special interest is the use of law to reduce risk via the specification of liability assignments. *Bryan.*

[Eco. 139-1 Government Regulation of Industry 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102, or consent of the instructor.

Analysis of the economic rationale, methods, effects, and potential reforms of governmental regulation of American industry. Specific topics include the regulations designed to control natural monopolies, to restrain competition, to assure the quality of consumer products, to protect the environment, and to improve occupational safety and health. *Basch.*

Eco. 141-1 Industrial Organization and Antitrust Policy 4 sem. hrs.

Prereq.: Eco. 101, 102, or consent of the instructor.

An analysis of how industrial organization affects the nature and extent of competition among business firms in the United States. Theoretical and empirical perspectives on the determinants of industry structure, on the links between industry structure and firms' conduct, and on the overall performance of American industry. Particular focus on those cases in which structure and conduct are purported to deviate significantly from conditions of perfect competition. Examination of antitrust policy as a means of improving the performance of American industry. *Basch.*

Eco. 142-2 Managerial Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation are utilized in cost-benefit studies of management alternatives. Additionally, market and nonmarket regulations and public controls are considered in determining the economic environment in which managerial decisions are made. *Sawtelle.*

Eco. 144-1 Economics of Health Care 4 sem. hrs.

Application of economic principles to the analysis of the U.S. health care system. Topics include the consumption, financing, cost, delivery, and distribution of health care services. Particular emphasis on the role of public policy in the areas of financing, manpower, and cost containment. Does not fulfill the elective requirement of the economics concentration. *Tolpin.*

Eco. 146-2 Economics of Labor 4 sem. hrs.

Prereq.: Eco. 101, 102, or consent of the instructor.

An analysis of the labor market, considering trends in employment, wage determination and productivity, the American labor movement, and collective bargaining under unionism. Special emphasis on the role of women in the labor market and minority discrimination. In addition, other labor market distortions will be analyzed, with reference to public policy concerning these issues. *Sawtelle.*

[Eco. 171-2 Comparative Economic Systems 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102.

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding different economic systems, including market-socialism and the Soviet command economy. The economic systems of Japan and China will also be examined.

Eco. 176-2 Economic Development 4 sem. hrs.

Prereq.: Eco. 101, 102.

Stagnation and growth in emerging economies. The relation of natural resources, population, saving, and capital formation to balanced and unbalanced growth in closed and open systems. Special emphasis on the role of centralized and decentralized decision making in the development process. *Chatterjee.*

Eco. 181-1 International Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

Economic principles underlying foreign trade, showing why trade takes place between countries and the mutual gains from such trade. How goods and services are paid for between nations: the effect of trade on prices and production, the balance of payments, and the international monetary system. *Chatterjee.*

Eco. 185-2 New International Economic Order 4 sem. hrs.

Prereq.: Eco. 101, 102.

An historical perspective on the relationship of the U.S. economy to the world economy and the emergence of the New International Economic Order. Topics include the economic development of the Third World; the role of multinational corporations, OPEC, and Eurodollar markets; and the current problems concerning gold, inflation, labor productivity, and the international value of the U.S. dollar. *Chatterjee.*

[Eco. 240-2 Economic Research Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Eco. 101, 102, 111, 112, Mth. 108, and two economics electives.

This seminar partially satisfies the independent study requirement for economics concentrators. An advanced topic in economics will be investigated by students, with emphasis on developing research skills. Students will engage in independent projects and give written and oral reports on their projects to the members of the seminar. *Members of the Department.*

Eco. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Eco. 260-1, 2 Directed Study: Readings and Research 4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Eco. 270-1, 2 Internship Program 8 or 16 sem. hrs.

Prereq.: consent of the Department.

This program is designed to provide the student with a supervised research experience, usually away from the College. The internship makes available a learning experience that is both an alternative to and complementary with formal classroom instruction, and is seen as facilitating the transition between theory and practice. Internship sites include private and public institutions and agencies; placements are determined by the academic background and interests of individual students. Normally, the student will have completed all other concentration requirements prior to an internship. *Bryan.*

Faculty

Harriet G. Tolpin, Ph.D. *Associate Professor of Economics and Chairman of the Department of Economics*

Barbara A. Sawtelle, Ph.D. *Associate Professor of Economics*

Donald L. Basch, Ph.D. *Assistant Professor of Economics*

James Bryan, A.B. *Instructor in Economics*

Gautam Chatterjee, M.A. *Instructor in Economics*

Rita Oriani *Secretary for the departments of Economics, Government, and Sociology*

Department of Education

The Department of Education offers two professional programs: preparation for mainstream classroom teaching, and preparation for work in human service agencies.

Mainstream Teacher Program

This program provides comprehensive teacher training which, in addition to regular preparation in traditional subject areas, also includes skills in working with special needs students mainstreamed into regular classes.

The program prepares teachers at the following levels:

Preschool teacher (ages 3-6)

Early childhood teacher (grades K-3)

Elementary teacher (grades 1-6)

Middle or high school teacher in subject matter fields (grades 5-9, 9-12).

The Mainstream Teacher Program has been designed to comply with new Massachusetts certification requirements, effective September 1, 1982, and is a member of the Interstate Certification Compact.

Program Descriptions

All education concentrators are required to complete the following sequence of courses:

Phase I. Fundamentals of Education in the Mainstream Classroom (Common Core)

Phase II. Subject Matter Field(s)

Phase III. Professional Preparation

Phase I. Fundamentals of Education in the Mainstream Classroom (Common Core)

The following courses are required for all education concentrators who are preparing to teach:

Edu. 357 Cultural Foundations of Education 4 sem. hrs.

Edu. 358 Organizational Analysis and the Process of Change 2 sem. hrs.

Edu. 359 Curriculum Development and Assessment 2 sem. hrs.

Edu. 360 Teaching Strategies in the Mainstream Classroom 4 sem. hrs.

Phase II. Subject Matter Field(s)

Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below.

Phase III. Professional Preparation

The student chooses curriculum and methods courses, field work, and student teaching appropriate to her level as designated below.

Preschool Teacher (Ages 3-6)

This program is designed for those who wish to teach preschool children. There is currently no Massachusetts certification for this level. Students should check the certification requirements for other states.

In addition to the sequence of courses in Phase I, Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Phases II and III below.

Phase II. Subject Matter Field(s). The preschool teacher must be familiar with the subject matter of child development, the arts, mathematics, science, social studies, and health. The following courses are required:

Psy. 135 Developmental Psychology 4 sem. hrs.

Psy. 348 Language Development and Thought 4 sem. hrs.

Psy. 349 Social and Emotional Development 4 sem. hrs.

Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One course in art or music. The following are recommended: Mus. 128, Art 111, 4 sem. hrs. each.

One course in mathematics at the appropriate level.

One of the following courses in the sciences: Bio. 110, 112, or Chm. 109, 4 sem. hrs. each.

Two of the following courses in the social sciences: Soc. 118, 122, 123, 125, 133, 134, 137; His. 119, 157, 159, 4 sem. hrs. each.

Phase III. Professional Preparation. The following courses are required:

Edu. 108 Issues in Preschool Education 4 sem. hrs.

Edu. 138 Methods and Materials in Early Childhood Education 4 sem. hrs.

Edu. 273 Student Teaching: Preschool Teacher 16 sem. hrs.

Early Childhood Teacher (Grades K-3)

This program is designed for those who wish to be prepared to teach preschool children as well as to be certified to teach children in primary grades. In addition to the sequence of courses listed in Phase I above, students are also required to take the courses in Phases II and III below.

Phase II. Subject Matter Field(s). The early childhood teacher must be familiar with the subject matter of child development, the arts, mathematics, science, social studies, and health. The following courses are required:

Psy. 135 Developmental Psychology 4 sem. hrs.

Psy. 348 Language Development and Thought 4 sem. hrs.

Psy. 349 Social and Emotional Development 4 sem. hrs.

Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One course in art or music. The following are recommended: Mus. 128, Art 111, 4 sem. hrs. each.

One course in mathematics at the appropriate level, 4 sem. hrs.

One of the following courses in the sciences: Bio 110, 112, or Chm. 109, 4 sem. hrs. each.

Two of the following courses in the social sciences: Soc. 118, 122, 123, 125, 133, 134, 137; His. 119, 157, 159, 4 sem. hrs. each.

Phase III. Professional Preparation. The following courses are required:

Edu. 138 Methods and Materials in Early Childhood Education 4 sem. hrs.

Edu. 364 Reading and Language Arts 4 sem. hrs.

Edu. 367 Curriculum and Methods of Teaching Mathematics at the Elementary School Level 4 sem. hrs.

Edu. 380 Student Teaching: Early Childhood 16 sem. hrs.

Elementary Teacher (Grades 1-6)

In addition to the sequence of courses in Phase I, Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Phases II and III below.

Phase II. Subject Matter Field(s). The elementary teacher must be familiar with the subject matter of elementary education, which includes literature, science, mathematics, the arts, music, social studies, health, and physical education. The following courses are required:

One course in literature from either the English Department, Foreign Languages and Literatures Department, or Children's Literature Program, 4 sem. hrs.

Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One additional science course, 4 sem. hrs.

One mathematics course at the appropriate level, 4 sem. hrs.

One American history course, 4 sem. hrs.

One course from among those listed under Afro-American studies, 4 sem. hrs.

One course in art or music, 4 sem. hrs.

In addition, students will choose two or more courses in one of the following areas: literature, art, music, science, or social sciences.

Phase III. Professional Preparation. The following courses are required:

Psy. 135 Developmental Psychology 4 sem. hrs.

Edu. 361 Methods and Materials in Elementary Curriculum 4 sem. hrs.

Edu. 364 Reading and Language Arts 4 sem. hrs.

Edu. 367 Curriculum and Methods for Teaching Mathematics at the Elementary School Level 4 sem. hrs.

Edu. 382 Student Teaching: Elementary Education 16 sem. hrs.

Middle School Teacher (Grades 5-9) or High School Teacher (Grades 9-12) in Subject Matter Fields

Students may prepare to teach at the middle school or high school level by having a double concentration in education and a subject matter area taught in public schools. In addition to the sequence of courses in Phase I above, students are required to take the courses in Phases II and III below.

Phase II. Subject Matter Field(s). Special subject teachers at the high school and middle school levels must complete the requirements for a concentration in their subject matter fields. In some areas, additional and/or specific courses are required by state regulations.

Teacher of biology: A concentration in biology is required. (Students concentrating in nutrition must do additional work in biology.)

Teacher of English: Completion of 36 semester hours in the English concentration is required.

Teacher of history: A concentration in history is required.

Teacher of general sciences (middle school only): Completion of 36 semester hours in the sciences is required.

Teacher of modern foreign language: Completion of 36 semester hours in a foreign language concentration is required. Advanced composition and conversation or stylistics must be included. In addition, the student must demonstrate fluency as determined by the Department of Foreign Languages and Literatures before student teaching. Massachusetts certification includes a state-administered fluency test upon program completion.

Teacher of mathematics: A concentration in mathematics is required.

Teacher of mathematics and science (middle school only): The following courses are required:

Mth. 104, 110, and 111, 4 sem. hrs. each.

Two courses in biology, 4 sem. hrs. each.

Two-course sequence in chemistry or two-course sequence in physics, 8 sem. hrs. per sequence.

Two additional mathematics or science courses, 4 sem. hrs. each.

Teacher of social studies: A concentration in history, government, economics, or sociology is required. In addition, the following courses must be taken:

His. 218 Historic Preservation (Seminar), 4 sem. hrs.

Eco. 101, 102 Principles of Economics: Macroeconomics/Microeconomics, 4 sem. hrs. each.

Soc. 118 Introduction to Sociological Thought, 4 sem. hrs.

One additional course in sociology, 4 sem. hrs.

Teacher of behavioral sciences: A concentration in either psychology or sociology is required. In addition, the following courses must be taken by the psychology concentrator:

Soc. 118, 121, 4 sem. hrs. each.

Two courses in history, 4 sem. hrs. each.

For the sociology concentrator:

Two courses in history, 4 sem. hrs. each.

Phase III. Professional Preparation. The following courses are required:

- Psy. 136 Psychology of Adolescence 4 sem. hrs.
Edu. 353 Teaching Basic Skills in a Specialized Subject Area in Middle or High School 2 sem. hrs.
Edu. 354 Seminar and Field Work in a Specialized Subject Area 2 sem. hrs.
One course in curriculum and methods in the high school and middle school teaching of the special subject area, 4 sem. hrs.
Edu. 383 Student Teaching: Middle School 16 sem. hrs.
or
Edu. 384 Student Teaching: High School 16 sem. hrs.

Integrated Bachelor's-Master's Program

This curriculum is planned for 1) students who are not education concentrators, but wish to acquire teaching credentials; and 2) students who are education concentrators, but wish to combine areas of concentration within the Department (such as elementary education and human services).

The program can be completed in five years, or less, if a student gains credits by attending summer school or taking five courses during one or more semesters. Programs are individually arranged to meet students' specific needs. Students should apply no later than the first semester of their junior year. The two degrees are awarded concurrently after completion of the full program.

Requirements. Completion of 36 credits beyond the 128 needed for the B.A. All program requirements for both degrees must be met within the total requirement of 164 credits. See page 93 for the Master of Arts in Teaching (M.A.T.) Program description.

Graduate Programs in Education. For information about the M.A.T. and the Master of Science, see page 93.

Human Services Program

This program is designed for students who wish to work in either public or private human service organizations. It consists of core requirements, electives to be planned with the adviser, and an internship in the senior year. A total of 40 semester hours is required. In addition, some courses listed have prerequisites.

I. Core requirements:

- Edu. 130 Introduction to Human Services 4 sem. hrs.
Edu. 312 Human Service Advocacy 4 sem. hrs.
His. 119 History of the Family 4 sem. hrs.
Edu. 137 Growth and Change in Individuals and Families 4 sem. hrs.
or
Soc. 133 Family and Society 4 sem. hrs.
Edu. 131 The Family, Public Policy, and Social Agencies 4 sem. hrs.

II. Program electives:

In consultation with her adviser, a student will choose three additional electives that reflect her particular interests, one of which must be in Afro-American studies or another minority culture.

III. Internship:

Edu. 290 Internship in Human Services 8 sem. hrs.

Sociology-Human Services Interdepartmental Concentration

The interdepartmental concentration in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society. See page 81 for further information.

Mainstream Teacher Program

Phase I: Fundamentals of Education in the Mainstream Classroom

Edu. 357-2 Cultural Foundations of Education 4 sem. hrs.
Historical and philosophical study of the major determinants of the school environment: society's expectations, sources of organized knowledge, and the child. Readings from Plato, Rousseau, Locke, and Dewey, and on the history of American education and current issues, such as multicultural education and special education. *Smith, Van Deusen.*

Edu. 358-1 Organizational Design and the Process of Change 2 sem. hrs.

This course presents theories of organizational and social change as they relate to the public school setting. Students learn the functional relationships within the school organization through interpretations of educational law and litigation, role theory, and systems analysis. *Smith.*

Edu. 359-1 Curriculum Development and Assessment 2 sem. hrs.

An introductory course in specifying and sequencing instructional goals for school-aged students. Basic competency systems will be developed by the student in reading, communication, or mathematics areas. Formal and informal assessment procedures and nonevaluative reporting will be studied. Field work is required. *Guttentag, Rawlins, Van Deusen.*

Edu. 360-1 Teaching Strategies in the Mainstream Classroom 4 sem. hrs.

The student will examine a variety of teaching approaches and models in the context of the classroom environment and of her own personal value system. Issues addressed will include classroom management, learning styles, curricula, leadership styles, communication, and evaluation. A field work component is included. The principles of applied behavior analysis and other learning theories will be presented. *Rawlins, Smith, Van Deusen.*

Phase II: Subject Matter Field(s). These courses are chosen from the arts and sciences appropriate to the student's specialization.

Phase III: Professional Preparation.

A. Curriculum and Methods

Edu. 108-2 Issues in Preschool Education 4 sem. hrs.
A comprehensive view of day care designed to develop an understanding of various day-care programs and child-care arrangements. Critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area serving infant and preschool-aged groups from a variety of ethnic and cultural backgrounds.

Edu. 138-1 Methods and Materials in Early Childhood Education 4 sem. hrs.

Prereq.: Psy. 135 or 348 and 349 and the Phase 1 sequence.

A thorough exploration of the subject matter of early childhood programming (ages 3-8), with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of each child, including those with special needs. Topics to be explored include room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and language arts. Participation in special workshops and field placement required.

Edu. 353-1 Teaching Basic Skills in a Specialized Subject Area in Middle or High School 2 sem. hrs.

Prereq.: Phase I taken concurrently with subject methods course.

The student will develop a set of sequenced competencies in a basic skill area that will aid a special needs student's participation in a high school or middle school subject area. Each student will develop a plan to implement with one learner in a field setting. *Guttentag, Marolda.*

Edu. 354-1 Seminar and Field Work in a Specialized Subject Area 2 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 353.

Students will apply observational techniques in a setting. They will act as teachers' aides a minimum of four hours a week, and meet weekly to consider the use of materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial, and linguistic backgrounds of the learners in the field setting. The learning styles and school settings of middle and high school students will be compared. *Lyman.*

Edu. 361-2 Methods and Materials in Elementary Curriculum 4 sem. hrs.

Prereq.: Phase 1.

This course considers methods and materials for elementary curriculum in social studies, science, music, and art, with emphasis on the unit approach to curriculum organization. It will incorporate the use of audiovisual materials, and examine the experimental model and techniques of observation. Field experience required in a mainstreamed classroom. *Guttentag.*

Edu. 364-1 Reading and Language Arts 4 sem. hrs.

Procedures for assessment and instruction in the specific areas of reading, including readiness skills and methods of decoding. Oral reading and comprehension will also be covered. Examination of grouped and individual classroom teaching formats, as well as identification of procedures for assessment and instruction in written communication. Procedures for teaching children appreciation of and a critical approach to literature, poetry, and creative expression. Students will be expected to do weekly field work in a mainstreamed elementary class. *Guttentag.*

Edu. 366-1,2 Children's Literature 4 sem. hrs.

A broad overview of the field of children's literature, including historical and contemporary considerations, criticism, and representative works from major genres. *Maguire.*

Edu. 367-1 Curriculum and Methods of Teaching Mathematics at the Elementary School Level 4 sem. hrs.

Prereq.: Edu. 359, 360.

Consideration of the basic topics of elementary mathematics from contemporary viewpoints. Through lectures and laboratory work, the course reinforces mathematics learning. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. Field experience in a mainstreamed classroom required for implementation of basic skills competency. *Marolda.*

Edu. 371-1 Curriculum and Methods of Teaching English at the Middle or High School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 353, 354.

Consideration of issues in the teaching of English on the high school and middle school levels. Selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories as applied to teaching. Initial observing and aiding experiences in mainstreamed English classroom at the middle or high school level will be an important part of the course. *Hamlen.*

Edu. 372-1 Curriculum and Methods of Teaching Modern Foreign Languages at the High School or Middle School Level 4 sem. hrs.

Prereq.: course in advanced composition or stylistics, Phase I, and must be taken concurrently with Edu. 353, 354.

Consideration of major pedagogical issues in teaching a modern foreign language with specific attention to theories of language acquisition; the development of listening, speaking, reading and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Initial observing and aiding experiences in mainstreamed language classrooms will be an important part of the course. *Mitsakos.*

Edu. 374-1 Curriculum Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 353, 354.

Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology, and sociology), with specific attention to selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Initial observing and aiding experiences in mainstreamed social studies classrooms in a middle school or high school class will be an important part of the course. *Lyman.*

Edu. 376-1 Curriculum and Methods of Teaching Sciences at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 353, 354.

An introduction to middle and high school science teaching; its specific problems, instructional materials, and teaching techniques. An important component of the course will be observing mainstreamed science classes in the schools. *Fischer.*

Edu. 378-1 Curriculum and Methods of Teaching Mathematics at the High School or Middle School Level 4 sem. hrs.

Prereq.: Phase I and taken concurrently with Edu. 353, 354.

Contemporary issues and problems in the teaching of mathematics on the middle and high school levels. Exploration of various curriculum projects and materials, their origins, rationales, and uses. Emphasis on the role of the teacher as a generator of knowledge and curriculum as well as the formulator of instruction. Field experience in a mainstreamed classroom at the middle or high school level will be an important part of the course. *Marolda.*

B. Student Teaching

All student teaching will take place within the greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for locating housing during the College's spring recess.

Edu. 288-1,2 Seminar or Field Work in Elementary or Secondary Education 16 sem. hrs.

Enrollment: limited and with consent.

Special emphasis on alternative career choices in education. *Members of the Department.*

Edu. 379-1,2 Student Teaching: Preschool 16 sem. hrs.

Prereq.: consent of the Department.

Observation and teaching experience in early childhood programs, communicating with young children, and handling individual and group problems. Teaching experience arranged according to students' special interests at day-care centers, hospitals, and other schools. Seminar accompanies student teaching. *Guttentag.*

Edu. 380-2 Student Teaching: Early Childhood 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a kindergarten, first, second, or third grade. Students who also desire student teaching experience at the preschool level have the option of a split practicum in which eight weeks are spent teaching in a preschool setting and eight weeks in a first, second, or third grade. Students will be required to demonstrate service to learners of varying developmental levels. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 382-2 Student Teaching: Elementary School 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed elementary classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 383-2 Student Teaching: Middle School 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed middle school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 384-2 Student Teaching: High School 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed high school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

Edu. 470-1, 2 Student Teaching: Elementary Education 12 sem. hrs.

See description for Edu. 270. *Guttentag.*

Edu. 476-1, 2 Student Teaching: High School 12 sem. hrs.

See description for Edu. 384. *Guttentag.*

Edu. 477-2 Student Teaching: Middle School 12 sem. hrs.

See description for Edu. 383. *Guttentag.*

Edu. 488-1, 2 Seminar or Field Work in Elementary or Secondary Education 12 sem. hrs.

See description for Edu. 288. *Guttentag.*

Electives in Education

Edu. 140-2 Women and Institutions: An International Perspective 4 sem. hrs.

A cross-cultural study of contemporary women in France, Greece, Israel, Egypt, the Soviet Union, and Japan. We will examine the impact of the institutions of family, religion, education, politics, and the world of work on the changing roles of women. *Noble.*

[Edu. 161-2 Curriculum and Methods in the Teaching of Art, Music, and Physical Education at the Elementary School Level 4 sem. hrs. Not offered in 1982-83.]

Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary schools.

Edu. 260-1, 2 Individual Study 4 sem. hrs.

By arrangement with individual members of the Department.

[Edu. 285-2 Field Work and Seminar: The Schools and the Urban Child 4 sem. hrs. Not offered in 1982-83.]

A course open to all Simmons students interested in gaining a better understanding of the organizations and institutions that structure the academic experiences of Boston public school children. *Noble.*

[Edu. 309-2 Contemporary Issues in the American School and Society 4 sem. hrs. Not offered in 1982-83.]

An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies. Investigation of a current case during last half of the semester. Designed for those who are not enrolled in education programs as well as for those who are.

[Edu. 314-1 The Teaching of Afro-American and Other Ethnic Groups 4 sem. hrs. Not offered in 1982-83.]

A course intended to sensitize prospective teachers to methods and attitudes in approaching black children in an urban setting, and to promote a better understanding and appreciation of various subcultures.

Edu. 316-1 Sexism, Racism, and Problems of Multi-Ethnicity in the Schools 4 sem. hrs.

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature, court decisions, and legislation in these areas. *Noble.*

[Edu. 327-1 Speech and Language Development 2 sem. hrs. Not offered in 1982-83.]

A consideration of normal language development from birth to adolescence. Topics to be discussed include phonological and syntactic stages and the development of word meanings, as well as some sociological implications for language patterns.

[Edu. 328-1 Delayed Speech and Language: Diagnosis and Referral 2 sem. hrs. Not offered in 1982-83.]

Prereq.: Edu. 327.

The course will deal with the scope of communication disorders as they occur in childhood. In addition, normal and abnormal processes as they relate to children with developmental and acquired forms of speech and language problems will be discussed. Clinical models for dealing with these problems, which emphasize an interdisciplinary approach, will be presented.

[Edu. 349-1 The New Educational Technology 4 sem. hrs. Not offered in 1982-83.]

Investigates the use of educational technology at all levels of schooling, both as a support and as an alternative to conventional instruction. Last section of the course will emphasize materials and skills teachers can use to support classroom instruction. Students will create a multimedia project as the final assignment.

[Edu. 350-1 Methods and Materials in Bilingual and Bicultural Education 4 sem. hrs. Offered in alternate years; not offered in 1982-83.]
Materials and methods in both English and a second language for classrooms subscribing to transitional bilingual and bicultural guidelines.

[Edu. 352-1 Seminar in Special Education: Assessment Techniques and Implementation of Individual Plans 4 sem. hrs. Not offered in 1982-83.]

Prereq.: the concentration in special education.

Instruction in and application of group management procedures that enable teachers to maintain individualized instruction with groups of learners with special needs. *Guttentag, Van Deusen.*

[Edu. 356-1 The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting 4 sem. hrs. Not offered in 1982-83.]

Teaching methods, classroom materials, and lesson organization as applied to the urban classroom. Consideration of appropriate history and philosophy.

[Edu. 362-1 Methods of Teaching Art in Elementary and Secondary Schools 4 sem. hrs. Not offered in 1982-83.]

Creative explorations in methods and materials of teaching art on the elementary and secondary level through lecture, discussion, and studio work. Emphasis will be put on developing lessons for the regular classroom with some study of art as therapy with children.

[Edu. 375-2 Curriculum and Methods in the Teaching of Nutrition 4 sem. hrs. Not offered in 1982-83.]

Selection, organization, guidance, and evaluation of learning experiences in the teaching of nutrition in secondary schools and community agencies. Observations in local schools and other educational institutions.

Edu. 460-1, 2 Individual Study 4 sem. hrs.

Enrollment: for graduate students, by arrangement with individual members of the Department.

Summer Courses

The following courses may be offered in the summer program:

Edu. 457S Cultural Foundations of Education 4 sem. hrs.
See description for Edu. 357 in Phase I above. *Smith.*

[Edu./Psy. 135S Child and Adolescent Growth and Development 4 sem. hrs. Not offered in summer 1982.]

Prereq. or concurrent: Psy. 120.

Edu./Psy. 445S Educational Psychology 4 sem. hrs.

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Basic text by Sprinthall and Sprinthall, with additional readings in original source materials. Individual presentation. Papers emphasize integration of theory and practice. *Smith.*

[Edu./Psy. 441S Developmental Psychology: A Psychosocial Portrayal of the City Child 4 sem. hrs. Not offered in summer 1982.]

Human Services

Edu. 130-1 Introduction to Human Services 4 sem. hrs.

Introduction to the human services profession. History of public assumption of responsibility for the delivery of human services. Laws governing human rights. Investigation of the needs and rights of subpopulations in American society. Exploration of attitudes of government, the public, and clients toward the nature and effects of poverty. Group project and field experience in a human service setting. *Rawlins, Smith.*

Edu. 131-2 The Family, Public Policy, and the Social Agencies 4 sem. hrs.

Exploration of the impact of education, legislation, technology, and social and political organizations on the mental health of the family. Case studies and/or visits to agencies servicing families, with emphasis on understanding agencies' advocacy roles. Identification of resources to aid families in responding to changes in their environment. Field work required. *Rawlins.*

Edu. 135-1 Handicapping Conditions: Needs, Laws, and Rights 4 sem. hrs.

Provides an overview of major areas of mental and physical disability and explores some of the issues facing handicapped citizens in today's society. Topics include a survey of handicapping conditions, a history of the treatment of handicapped individuals, recent legislation and litigation affecting handicapped citizens, the principle of normalization, and issues involved in integrating handicapped citizens into the mainstream of society. This course is intended for individuals entering any field in which they anticipate working with people in the management, health, and/or service areas. *Van Deusen.*

Edu. 137-2 Growth and Change in Individuals and Families 4 sem. hrs.

Study of the individual in relationship to his or her social environment from childhood through old age, with particular reference to his or her context within the family. Stress on the study of formal and informal social support systems as they apply to adults. *Lyman.*

Edu. 312-1 Human Service Advocacy 4 sem. hrs.

Focus on advocacy as a strategy for gaining the rights to which individuals and groups are entitled. How advocacy groups affect public policy decisions. Theory of change as it relates to case and class advocacy. The processes of legislation and litigation in human rights fields. Group project and class presentation. Weekly field work required in a human service agency. Guest speakers. *Smith.*

Edu. 290-1 Internship in Human Services 8 sem. hrs. *Noble, Rawlins.*

Generic Consulting Teacher Program

Edu. 319-2 Issues of Mainstreaming in Public Schools and Other Human Service Agencies 2 sem. hrs.

Emphasis will be placed on developing an awareness that all individuals are human beings with similar emotions, feelings, and problems, rather than on accepting children with special needs as different and, therefore, only in need of special help and sympathy. Consideration will also be given to the means by which the regular class teacher can provide the necessary support for children with special needs. *Mesch.*

Edu. 326-1 Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks 2 sem. hrs.

An explanation of the regulations of Chapter 766, including an understanding of prototypes, roles and responsibilities of the core evaluation team members, and the stages in the core evaluation process. Skills necessary for a performance-based evaluation, culminating in an individualized educational plan, will be developed. These will include observing and recording behavior, performing task analysis, and writing behavioral objectives in sequence. *Lates, Mesch.*

Edu. 342-1 Analysis of Behavior: Principles and Classroom Applications 4 sem. hrs.

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in classroom settings. *Lew.*

Edu. 404-2 Evaluation of the Consulting Process 2 sem. hrs.
Procedures for evaluating the implemented generic teacher role will be specified and applied. Measures of consulting effectiveness and program management skills will be obtained and evaluated. *Lates, Mesch.*

Edu. 424-1, 2 Analysis of Behavior for Regular Classroom Teachers 2 sem. hrs.

Behavioral techniques based on learning theory, focusing on ameliorating deficit academic and social behaviors by building on behaviors that are existing strengths for the student. The course will include practical application techniques. *Mesch.*

Edu. 437-1 Implementation of the Generic Role 4 sem. hrs.
Procedures for supporting mainstreaming efforts of regular classroom teachers and training regular classroom teachers in special educational skills will be developed, implemented, and evaluated. Readings and case studies related to consultation procedures will be reviewed and adopted for the practicum site. *Lates, Mesch.*

Edu. 440-1 Generic Teacher Practicum I 2 sem. hrs.
Procedures for supporting and training classroom teachers will be applied in the student's work setting. Service to eligible learners and communication and dissemination activities will be emphasized. *Lates, Mesch.*

Edu. 441-2 Developing Basic Competencies, Identifying Eligible Learners, and Implementing Individual Plans 4 sem. hrs.

Instruction in (1) developing a set of sequenced competencies for use in identifying eligible learners, (2) evaluating special education services in reading, mathematics, and language areas, and (3) developing appropriate educational plans (including adaptation of materials). *Lew.*

Edu. 443-2 Generic Teacher Practicum II 4 sem. hrs.
Activities include ongoing service to eligible learners; consulting with regular classroom teachers, parents, and administrators; obtaining evaluation measures; and long-range planning. *Lew.*

Edu. 447S Applied Research in the Competency-Based Service Model 4 sem. hrs.

Prereq.: consent of the instructor.
A thorough review of relevant research in one topic area, and the development of research procedures for identifying effective variables in serving eligible learners. The student will prepare a complete research proposal to be implemented during the second year of training. *Mesch.*

Edu. 448S Developing the Inservice Training Role 4 sem. hrs.

Prereq.: consent of the instructor.
Readings and discussions with the instructor and identified public school administrators, culminating in a written plan for implementing the generic teacher role during the second year of training in the public school setting. *Lates, Mesch.*

Edu. 450-1, 2 Individualizing Instruction 2 sem. hrs.
This course is designed for regular classroom teachers. Skills necessary for a performance-based evaluation, culminating in an individualized educational plan, will be developed. These will include observing and recording behavior, writing behavioral objectives in sequence, and designing and implementing teaching/learning procedures. Students will be required to serve one learner. *Mesch.*

Faculty

Kathleen Dunn Lyman, Ed.D. Associate Professor of Education and Chairman of the Department of Education
John Stuart Robinson, Ed.D. Professor of Education and Dean of Graduate Studies and Social Sciences
Georgia Theophyllis Noble, Ed.M. Professor of Education

Lydia Averell Hurd Smith, Ed.D. Professor of Education
Barbara Harrison, Ed.M. Associate Professor of Education and Director of the Center for the Study of Children's Literature
B.J. Lates, Ed.D. Associate Professor of Education
Elizabeth Rawlins, M.S. Associate Professor of Education and Coordinator of the Human Services Program
Helen Guttentag, M.Ed. Assistant Professor of Education
Marvin Lew, Ph.D. Assistant Professor of Education
Gregory Maguire, M.A. Assistant Professor of Education
Debra Mesch, M.Ed. Assistant Professor of Education
Sheila D. Newsome, M.Ed. Assistant Professor of Education
Alice Van Deusen, M.Ed. Assistant Professor of Education
Judith Hummel Fischer, M.A.T. Special Instructor in Education
Bard Rogers Hamlen, M.A.T. Special Instructor in Education and Field Director of the Jamaica Plain Project
Maria Marolda, M.A. Special Instructor in Education
Matilda Mitsakos, B.A. Special Instructor in Education
Natalie Warshawer, B.A. Special Instructor in Education

Ruth K. Camm, B.A. Secretary for the Department of Education
June Wendroff, B.S. Secretary for the Department of Education

Department of English

Concentrations in English, leading to the B.A. degree, are offered either independently or in combination with concentrations in such related areas as history, language, art, communications, or education. Those majoring in English are often intending such a career as teaching, library science, law, editorial work, or social work, or an appointment for which a grounding in the humanities is expected. The English concentration provides a wide range of electives, and can prepare the student for graduate study leading to the Master of Arts, the Master of Arts in Teaching, the Master of Philosophy, the Doctor of Arts, or the Ph.D. in English or Comparative Literature. Those who are considering such graduate study should seriously weigh the advantage of taking an honors curriculum in English. Recognizing the concern many students have about the practical uses of an English major, the Department faculty are prepared to advise students about job placement after graduation.

Attention is called to the concentration in American studies on page 84.

Requirements for Students Who Entered the College Prior to September 1981

36 semester hours, which the Department advises should be distributed as follows:

four semester hours of Shakespeare
eight semester hours from two of the following three areas:

- ancient classics through the Renaissance
- 17th-century English literature
- 18th-century English literature

four semester hours of 19th-century English literature
four semester hours of American literature of the period before 1900

16 semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

Requirements for Students Who Entered the College in September 1981 or Later

36 semester hours, under either the Writing or Literature Option, which the Department advises should be distributed as follows (Note: Honors students must take eight semester hours at the 300 level):

The Writing Option:

four semester hours of intermediate composition

four semester hours of either advanced composition or creative writing

four semester hours of Shakespeare

four semester hours of American literature of the period before 1900

12 semester hours from three of the following four areas:

17th- or 18th-century English literature

19th-century English literature

modern American or Afro-American literature

modern English literature

eight semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

The Literature Option (Students should elect one of the following three tracks):

English literature

24 semester hours, distributed among the following six areas:

ancient classics through the Renaissance

Shakespeare

17th-century English literature

18th-century English literature

19th-century English literature

American literature of the period before 1900

12 semester hours of other literature courses, which (with Department approval) may include advanced courses in a foreign language.

American literature

16 semester hours, distributed among the following four areas:

Shakespeare

American literature, 1620 to 1865

American literature, 1865 to 1900

modern American or Afro-American literature

12 semester hours from three of the following four areas:

17th-century English literature

18th-century English literature

19th-century English literature

American studies

eight semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

Comparative literature

12 semester hours, distributed among the following three areas:

ancient classics through the Renaissance

Shakespeare

17th- or 18th-century English literature

eight semester hours from two of the following three areas:

19th-century English literature

American literature

19th- or 20th-century comparative literature

16 semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

Independent and individual study (Eng. 250, 255, 260) may be substituted for any of the courses offered in the required areas.

Note: With the Chairman's approval, students who entered the College prior to September 1981 may fulfill the degree requirements under either the Writing or the Literature Option.

In consultation with her Departmental adviser, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures.

Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the English Department Chairman. Such students may want to take greater advantage of the independent study option.

Within the English concentration, the College's independent study requirement can be met in the following ways:

Eng. 250 or 255

appropriate 300-level courses, elected after consultation with the instructor regarding their suitability for this purpose

appropriate courses or projects completed in an area other than English.

Recommendations. Students concentrating in English should have a competent reading knowledge of at least one foreign language. At least eight semester hours of a foreign language at or above the intermediate level are expected, and at least eight semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 16. Honors in English requires of candidates at least 36 semester hours in the courses listed above, plus Eng. 255, Directed Study: Senior Thesis. Candidates for honors should elect eight semester hours of foreign language above the intermediate level and 20 semester hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program.

Integrated Four-Year Curriculum for the Concurrent Bachelor's-Master's Degrees in English

This curriculum is available to students who enter with considerable Advanced Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Adjustments will be necessary on an individual basis, depending on the quality and amount of Advanced Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year at Simmons for the Master of Arts degree. In these latter cases, the requirements for the regular

master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

Requirements. The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (toward which certain Advanced Placement prematriculation courses may be credited). Upon the satisfactory completion of the requirements, the B.A. and the M.A. will be granted at the same time.

The program will be individually arranged under Departmental supervision, but the student will take *no fewer than 52 semester hours of courses offered by the Department*. The student should include all the areas advised for the B.A. in English, at least 16 semester hours of which must be courses suitable for master's candidates, and at least four semester hours of which must be thesis (Eng. 255, Directed Study). In addition, there will be an oral examination on literature in the area or areas in which the student has specialized.

Candidates should elect at *least eight semester hours in a foreign language above the intermediate level and at least 20 semester hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, art, philosophy, or music.*

During the third year, the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author in areas like American studies, criticism, and the relations between literature and the arts—that is, areas that are suitable in the regular master's curriculum.

Graduate Programs in English

For information about the Master of Arts and Master of Philosophy in English, see page 90.

Courses

Undergraduates should note that Eng. 100, 101, 102, or 103, or the equivalent, is prerequisite to all other English courses. Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300's are especially suitable for master's candidates. Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English concentrators, and for students just beginning the study of literature: Eng. 182, 184, 185, 186, 193, 194, and 195.

The Freshman Program

Unless specifically exempted, all first-year students take Eng. 100, 101, 102, or 103. In these courses, students receive instruction in composition appropriate to college-level work. In addition, through reading, lectures, discussion, conferences, and written exercises, they become familiar with a selected group of texts intended to assist first-year students in understanding and articulating their own experience in late 20th-century America. Readings are selected on the basis of their relevance to such topics of general interest as the changing perceptions of women, the problem of violence, the experience of victimization, the alienated vision, the uses of the past, and others.

Eng. 100-1 Critical Responses to Modern Literature 4 sem. hrs.

For first-year students whose placement tests show unusual ability in English. Discussion of 20th-century novelists, dramatists, poets, and critics of literature and society. Frequent critical papers. *Members of the Department.*

Eng. 101-1, 2 Reading and Writing 4 sem. hrs., although the Department may require 8 sem. hrs. of this course.

For first-year students whose diagnostic tests indicate competence in writing, but a need for practice in critical thinking. Short critical papers based on reading in a variety of selected texts. *Members of the Department.*

Eng. 102-1, 2 Composition 8 sem. hrs., although the Department may exempt a student upon completion of 4 sem. hrs.

For first-year students whose diagnostic tests indicate a need for practice in writing and critical thinking. Discussion of selected texts, short critical papers, and periodic individual conferences with the instructor. *Members of the Department.*

Eng. 103-0 Composition Workshop 8 sem. hrs., although the Department may require an additional semester of Freshman English.

For first-year students who need intensive practice in critical reading and writing. The course includes discussion of selected texts, review of basic mechanical skills, and weekly individual conferences with the instructor. The English Department may recommend the workshop to students whose diagnostic tests indicate they need practice in writing. *Members of the Department.*

Composition and Creative Writing

Eng. 105-2 Intermediate Composition: Critical Writing 4 sem. hrs.

Designed for upperclass students who wish, or need, practice in writing beyond what they have done in Eng. 101, 102, or 103. Frequent critical papers based upon a variety of readings in the short story, the novel, drama, and poetry. *Bromberg.*

Eng. 106-1 Advanced Composition: Practical Writing 4 sem. hrs.

Designed for students who want to learn more about specific types of expository and technical writing and to develop further their practical skills. There will be a variety of exercises and the opportunity to work on longer individual projects that are either academic or career oriented. Workshop format includes both general discussion and individual sessions with the instructor. *Wittenberg.*

Eng. 108-1 Creative Writing: Poetry and Short Fiction 4 sem. hrs.

A course intended both for students who have never written poetry or fiction but would like to try, and for those who have written some but would like to improve. Some structured and some free exercises. Class discussion and individual conferences on student writing, guest visits from writers in the Boston area, some reading of good contemporary verse and prose, and advice on how to get writing published. *Barbour, Gullette.*

Eng. 109-2 Advanced Creative Writing 4 sem. hrs.

Prereq.: consent of the instructor.

For students who have already written a certain amount of verse, fiction, or drama. The course will be limited in size, and the accent will be on individual conferences with the instructor and weekly two-hour group meetings to read and discuss work produced during the semester. Students will be encouraged to submit their work for publication. *Gullette.*

Linguistics

Eng. 391-2 Introduction to Linguistics 4 sem. hrs.

Linguistics is the study of how we speak, why we arrange words as we do, how these arrangements come into being in our childhood, how language varies over time and space, and how our view of "reality" is greatly determined by how we approach it grammatically. The course will explore the way linguistics impinges on a wide variety of fields and will acquaint students with the basics of linguistic discipline. *Manly.*

Introductory Courses

Eng. 182-1 The Heroic Life: A Seminar in Great Books 4 sem. hrs.

Topic for 1982-83: The Trojan War: Its Archaeology, Myths, Legends, and Literature. Central to the course will be a careful reading of *The Iliad*, together with tragedies like Sophocles' *Ajax* and *Philoctetes* and Euripides' *Andromache* and *The Trojan Women*. Considerable attention to mythic sources and the contribution of modern archaeology. *David Perry*.

Eng. 184-1 An Introduction to the Drama 4 sem. hrs.

This course will trace European drama from its roots in ancient Greece, through its flowering in the Renaissance, and down the various paths it has since taken. Playwrights will include Sophocles, Aeschylus, Shakespeare, Ben Jonson, Molière, Ibsen, Shaw, Chekhov, Tennessee Williams, and Dylan Thomas. Subjects to be examined are drama and religious rite; the varieties of tragedy; comedy, farce, and satire; and political theater. Some films will also be viewed. *Gullette*.

[Eng. 185 An Introduction to English Literature 4 sem. hrs. Not offered in 1982-83.]

Reading, discussion, and short directed writing assignments on *Beowulf*, selected *Canterbury Tales* of Chaucer, several plays of Shakespeare, selected works of Swift and Pope, consideration of English Romantic poets (Blake, Wordsworth, and Browning), and selected 20th-century poetry and fiction. *To be offered in 1983-84*.

Eng. 186-1 Introduction to Poetry 4 sem. hrs.

English lyric poetry from Wyatt to the present. Attention to such subjects as form, style, and convention in relation to the changing nature of experience. *L'Homme*.

Eng. 193-2 Women in Literature 4 sem. hrs.

A study of 19th- and 20th-century women writers, including Jane Austen, Charlotte Brontë, Kate Chopin, Virginia Woolf, Maya Angelou, and Margaret Drabble. Emphasis on the changing roles, expectations, and responsibilities of women during this period. *Bromberg, Wittenberg*.

Eng. 194-2 Introduction to the Novella 4 sem. hrs.

An introduction to literary analysis and technique through a study of the novella or short novel form, using writers such as Lawrence, Kafka, Conrad, Faulkner, James, and Tolstoy. *Douglas Perry*.

Eng. 195-2 Introduction to the Film as Literature 4 sem. hrs.

Classic films from around the world will be shown twice, and the class will discuss each film during a two-hour session each week. Films from Japan, France, Italy, Sweden, and Germany will predominate; directors will include Kurosawa, Bergman, Truffaut, Fellini, and Antonioni. Students will learn how to use technical and critical vocabulary drawn from both literary and cinematic criticism, and will keep a running journal of impressions and short essays about the films. *Gullette*.

English Literature

Shakespeare

Eng. 121-2 Shakespeare 4 sem. hrs.

Analysis of major plays, with comment on the theater of Shakespeare's London. The class will also see films and attend live performances of Shakespeare's plays. *Gullette*.

See also Eng. 321.

17th Century

Eng. 131-2 English Literature of the 17th Century 4 sem. hrs.

Lectures and collateral reading in the history and background of the age supplement reading and discussion of such figures as John Donne, Sir Francis Bacon, George Herbert, Andrew Marvell, Ben Jonson, Thomas Carew, Thomas Hobbes, and John Milton, in an exploration of what it was like to be human, English, and alive at a time when men were still unsure whether the earth moved or not. *Nitchie*.

Eng. 332-1 Milton 4 sem. hrs.

As a radical thinker, as a cabinet minister in a revolutionary government, as a monumental but deeply divided ego, Milton continues (in Robert Frost's phrase) to trouble men with having to take sides. This course involves reading and discussion of Milton's English poetry, with collateral consideration of his other writing, and with lectures on English history and culture in the 17th century. Seminar papers by the instructor and by the students provide focus for discussion. *Nitchie*.

18th Century

[Eng. 143 The English Novel Through Thackeray 4 sem. hrs. Not offered in 1982-83.]

The development of the English novel, with some 18th-century background and emphasis on 19th-century masters of the form. Such novelists as Defoe, Fielding, Burney, Austen, the Brontës, Dickens, and Thackeray. *To be offered in 1983-84. This course alternates with Eng. 154*.

Eng. 342-1 Swift, Pope, and Johnson 4 sem. hrs.

Intensive study of Swift, Pope, and Johnson against the 18th-century background, with emphasis on the development of historical self-consciousness in and about art, and the attendant literary forms of satire, parody, and neoclassical imitation. Additional readings in Dryden, Congreve, and Gray. Background material on English art, architecture, and music. *Bromberg*.

19th Century

Eng. 151-1 English Literature of the 19th Century: The Romantic Period 4 sem. hrs.

Reading and discussion of Wordsworth, Coleridge, Blake, Keats, Shelley, and Byron. Consideration of their varying efforts to give to their art, especially poetry, a relevant force in responding to a world marked by profound and depressing change. *Nitchie*.

[Eng. 152 Victorian Poetry and Prose 4 sem. hrs. Not offered in 1982-83.]

The poetry, fiction, and culture of mid- to late-19th-century Britain: such writers and taste-makers as Tennyson, Browning, Arnold, Dickens, Hardy, and others.

Eng. 154-2 The English Novel from George Eliot 4 sem. hrs.

Major English novelists, such as George Eliot, Meredith, Hardy, Virginia Woolf, D.H. Lawrence, and Graham Greene. *Hirsch*.

Eng. 351-2 Problems in Romantic Literature: William Blake: Poet, Artist, Revolutionary 4 sem. hrs.

Study of the development of Blake's extraordinary verbal and visual account of the origins and destiny of Western culture from *Songs of Innocence* through the major epic poems. Attention to the relation of language to design in Blake's illuminated texts to his place in the literary and artistic vision. *Bromberg*.

Eng. 352-2 The Victorian Experience 4 sem. hrs.

Readings in Victorian literature—fiction, poetry, and prose—by major writers, such as Dickens, Hardy, George Eliot, Carlyle, Tennyson, Browning, and Arnold. Analysis of the various attitudes and problems that characterize the era and serve as background to 20th-century literature and thought. *Wittenberg*.

Eng. 357-1 Masterworks of English Fiction 4 sem. hrs.
Topic for 1982-83: The English Novel: Form, Style, and Gender. We will test Virginia Woolf's theory of the androgynous mind by comparing novels of Austen, Dickens, George Eliot, Charlotte Brontë, Hardy, and Woolf herself. Does the creative power of women differ greatly from that of men? Supplementary readings in contemporary feminist thought. *Bromberg*.

Modern

Eng. 339-2 Studies in Modern Poetry: T.S. Eliot 4 sem. hrs.
Reading, discussion, and seminar reports on Eliot's poems, plays, and critical writings will be supplemented by selective reading in the mass of writing about Eliot, in an effort to assess his importance in the late 20th century. *Nitchie*.

[**Eng. 387 James Joyce 4 sem. hrs.** Not offered in 1982-83.]
Close reading of *Dubliners*, *A Portrait of the Artist*, *Ulysses*, *Finnegan's Wake*, and some minor works. Major critical approaches to Joyce also considered. *To be offered in 1983-84. This course alternates with Eng. 389.*

Eng. 389-1 Modern Anglo-Irish Literature 4 sem. hrs.
Major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland. *Gullette*.

American Literature

Literature Before 1900

[**Eng. 161 Major American Writers: 1620-1865 4 sem. hrs.** Not offered in 1982-83.]

The historical and social milieu in which the writers created their works, as well as relationships between 19th-century writers (on whom the course will focus) and 20th-century ones, will be emphasized. Poe will be compared with modern Gothic writers, Emerson and Thoreau with our "counter-culture" critics, Melville with Camus, Frederick Douglass with Martin Luther King, and Hawthorne with Robert Lowell. *To be offered in 1983-84. This course alternates with Eng. 162.*

Eng. 162-1 Major American Writers: 1865-1900 4 sem. hrs.
Lectures and discussions will emphasize the historical milieu in which the writers created their works. We will make comparisons between American literature of the 19th century and American and European literature of our own time. Emily Dickinson and Denise Levertov, Walt Whitman and Allen Ginsberg, W.E.B. Du Bois and Richard Wright, Kate Chopin and Doris Lessing, Stephen Crane and Ernest Hemingway—these are the kinds of comparisons we shall make in class. *Sterne*.

Eng. 163-2 American Literature and Thought at the Turn of the 20th Century 4 sem. hrs.

A study of a selected group of major American fiction writers between 1885 and 1920. Emphasis will be placed on cultural, social, and economic trends that affect the literature that emerged at this time. Readings will include Howells, Dreiser, James, and Wharton. *Grant*.

Amer. St. 185-1, 186-2 Introduction to American Studies, I and II 4 or 8 sem. hrs.
Offered as a year-long course; or either half may be taken separately.

Amer. St. 185-1 Part I: The Individual and the Community, 1620-1840 4 sem. hrs.

Introduces the interdisciplinary nature of American studies while exploring the individual's relation to his or her community. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels, and American art. Topics include 17th-century religious heresy and witchcraft hysteria, 18th-century religious awakening and revolutionary fervor, and 19th-century slavery and the antislavery movement. *Crumpacker*.

Amer. St. 186-2 Part II: The Individual and the Community, 1840-1970 4 sem. hrs.

The topic for 1983 will focus on how women have traditionally been neglected in the study of the "American character." When they have been studied, "notable" women were emphasized. This course seeks knowledge of ordinary 19th- and 20th-century women and their relations with their communities. The autobiographical and fictional writings of working women, black and Hispanic women, and rediscovered women writers will be discussed. Tillie Olsen's *Silences* will be read first; other authors will include Rebecca Harding Davis, Louisa May Alcott, Sarah Orne Jewett, Elizabeth Gurley Flynn, Zora Neale Hurston, Edith Kelley, and Maria Montoya Martinez. *Crumpacker*.

[**Eng. 361 Classic American Writers 4 sem. hrs.** Not offered in 1982-83.]

Studies in depth, with critical readings, of major 19th-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau), with attention to their contributions to the development of a distinctive American literature. *To be offered in 1983-84.*

Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.

Seminar topic for 1982-83: Cultural and Social History of Boston (special emphasis on the 19th and early 20th centuries). Readings will include fiction by Hawthorne, Henry James, Edward Bellamy, and J.P. Marquand; poetry by Longfellow, J.R. Lowell, Oliver Wendell Holmes, and Robert Lowell; essays by writers like Thoreau, Margaret Fuller, Theodore Parker, and Orestes Brownson; and memoirs and historical interpretations by such authors as Henry Adams and Louisa May Alcott. Attention will be paid to the development of the Boston park and subway systems, public education, the Sacco-Vanzetti case, and ethnic and racial issues. *Sterne*.

Modern American Literature

[**Eng. 171 American Literature and Thought in the 20th Century 4 sem. hrs.** Not offered in 1982-83.]

The crisis of identity for the modern American writer as seen in the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, James Baldwin, Richard Wright, and Norman Mailer.

[**Eng. 172 Modern American Fiction 4 sem. hrs.** Not offered in 1982-83.]

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *To be offered in 1983-84.*

[**Eng. 174 American Poetry 4 sem. hrs.** Not offered in 1982-83.]

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Walt Whitman, Emily Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *To be offered in 1983-84. This course alternates with Eng. 194.*

[Eng. 176 **Black Fiction in America** 4 sem. hrs. Not offered in 1982-83.]

A study of selected works of 20th-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates that underlie contemporary literature. Writers will include Toomer, Wright, Baldwin, and Ellison. *To be offered in 1983-84. This course alternates with Eng. 177.*

Eng. 177-1 Modern American Black Poetry and Drama 4 sem. hrs.

A study of major themes in black American poetry and drama from 1920 to the present. The course will examine the achievements of black writers in their efforts to develop a cultural literature. Authors to be read will include Langston Hughes, Gwendolyn Brooks, Nikki Giovanni, and Charles Gordone. *Grant.*

Eng. 372-2 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction 4 sem. hrs.

Central to the modern American novel is a special kind of hero who expresses the issues of the American culture: the American hero as author of himself, as creator of his own heroic persona. As such, he is intensely artificial, and yet embodies the American Dream. The implications of this figure, both literary and societal, will be examined through works by such writers as Faulkner, Hemingway, and Fitzgerald. *Douglas Perry.*

Eng. 374-1 The Dramatic Imagination in America 4 sem. hrs. Examination of several 20th-century American plays that reinforce the links between the dramatic and literary worlds. Emphasis will be placed on ways in which American literature and thought in this century are expressed through the dramatic imagination. *Grant.*

Eng. 377-2 Problems in the Contemporary Black Novel in America 4 sem. hrs.

A study of selected major black fiction writers since 1920 to examine the achievements emerging from the black community, and to analyze and assess difficulties facing black writers and the problems of criticism in an area greatly affected by social, cultural, and political prejudice. Writers will include Toomer, Wright, Baldwin, and Ellison. *Grant.*

Comparative Literature

Classics Through Renaissance

Eng. 111-2 Greek Mythology and Religion 4 sem. hrs.

Analysis of the myths surrounding the principal gods and heroes of Greece. Considerable attention given to cult and ritual, archaeological evidence, and analogous myths from Egypt and the ancient Near East. Readings include the Homeric Hymns, Hesiod's *Theogony*, Homer's *Odyssey*, Ovid's *Metamorphoses*, and selected Greek plays, including Aeschylus' *Oresteia*. *David Perry.*

Eng. 113-1 The Bible: Old Testament 4 sem. hrs.

Intensive discussion of Old Testament history, prophecy, and literature. Attention to Biblical archaeology and to such relevant surrounding cultures as Egypt and the ancient Near East. The approach is entirely secular and may be termed "modern liberal." *David Perry.*

Eng. 114-2 The Bible: New Testament 4 sem. hrs.

Prereq.: Eng. 113 or consent of the instructor. Intensive discussion of the New Testament: gospels, letters, and Revelation. Attention to such relevant documents as the Dead Sea Scrolls and other very recently discovered texts as well as the history and archaeology of the period. *David Perry.*

[Eng. 311 **The Literature and Myths of the Ancient Near East** 4 sem. hrs. Not offered in 1982-83.]

Discussion of the Babylonian creation myth, the epic of Gilgamesh, ritual texts, omen texts, and the like. Attention to the history and archaeology of Sumer, Akkad, Babylonia, and Assyria, and to the material as it relates to the Bible. The emphasis, however, will be on literary, mythic, and religious expression. *To be offered in 1983-84. This course alternates with Eng. 182.*

Eng. 315-1 Topics in Early and Middle English Literature: Chaucer and His England 4 sem. hrs.

The life and times of Chaucer through a close study of his *Canterbury Tales*. Influence of Chaucer on the shaping of English as we now speak it, and the relation of his poetry to themes such as courtly love, marriage, adultery, and knighthood in the culture of the later Middle Ages. *Manly.*

Eng. 317-2 Dante 4 sem. hrs.

Close attention to *The Divine Comedy*. Discussion of the relations between the thought and art of Dante and such background figures as Virgil, Augustine, Boethius, and Aquinas. *L'Homme.*

[Eng. 392 **Studies in Medieval and Renaissance Literature** 4 sem. hrs. Not offered in 1982-83.]

The course will embrace the following: adversity and regeneration, the nature of political reality, and the origins of the romantic and antiromantic biases. Attention to such figures as Augustine, Chretien de Troyes, Dante, Machiavelli, Petrarch, Shakespeare, Montaigne, and Cervantes. *To be offered in 1983-84.*

Eng. 133-2 Wit and Satire 4 sem. hrs.

Masterpieces of comic art drawn from a wide range of world literature. Aristophanes, Chaucer, Rabelais, Shakespeare, Moliere, Byron, and Waugh are among a variety of authors to be considered. Analytic attention to the genre of satire, its common elements across a wide spectrum of works, and its role and purpose within particular social contexts. *Manly.*

19th and 20th Centuries

Eng. 183-2 Tradition and Experiment in Modern Theater 4 sem. hrs.

Discussion and directed short writing assignments on a wide range of playwrights drawn from Continental, English, and American stage, including Ibsen, Shaw, Brecht, Beckett, Pinter, and Albee. Attendance at one or more live productions in the Boston area will be arranged during the semester. Intellectual and cultural background of the modern theatrical scene will be surveyed. *Manly.*

Eng. 187-2 Conflict of Values in 20th-Century Literature 4 sem. hrs.

This course focuses on a major modern literary theme: the conflict between the law, as represented by the courtroom trial, and "justice" or "truth." Classroom lectures will deal to some extent with the history of law and the philosophy of jurisprudence. Readings will include Melville's *Billy Budd*, Kafka's *Trial*, E.M. Forster's *Passage to India*, Mauriac's *Therese*, Camus's *The Stranger*, Brecht's *Caucasian Chalk Circle*, and one additional work. *Sterne.*

[Eng. 190 **19th-Century Russian Literature in Translation** 4 sem. hrs. Not offered in 1982-83.]

A close study of selected 19th-century Russian literary masterpieces, with emphasis on Tolstoy's *Anna Karenina* and Dostoevsky's *The Brothers Karamazov*. We will pay special attention to the evolution of male and female Russian character and to the cultural, social, and psychological conflicts of the period. Other authors include Pushkin, Gogol, Lermontov, Turgenev, and Chekhov. *To be offered in 1983-84.*

[Eng. 191 20th-Century Russian Literature in Translation 4 sem. hrs. Not offered in 1982-83.]

This seminar will focus on problems facing the dissenting writer in a closed society and the techniques he develops for expressing his ideas artistically in spite of these problems. Major emphasis on such literary figures as Blok, Gorki, Babel, Zamyatin, Sholokhov, Andrei Sinyavsky, and Solzhenitsyn, with some attention paid to "nonliterary" dissidents like the Medvedev brothers.

[Eng. 196 Sex, Love, and Marriage in the Western World 4 sem. hrs. Not offered in 1982-83.]

This course focuses on various treatments in modern literature of the complex relationships between men and women. We shall read such works as G.B. Shaw's *Mrs. Warren's Profession*, Colette's *The Vagabond*, D.H. Lawrence's *Women In Love*, Francois Mauriac's *Therese*, a novel by Doris Lessing, Simone de Beauvoir's *The Second Sex* (in part), and John Fowles's *The French Lieutenant's Woman*. To be offered in 1983-84. This course alternates with Eng. 187.

Eng. 367-2 Modern Masters of Literature of the English-Speaking World 4 sem. hrs.

A comparative study, in seminar, of selected fiction by two explorers of the moral imagination: Henry James and Saul Bellow. We will discuss both their insight and artistry, on the one hand, and the limitations of their visions, on the other hand, as we focus on works like James's *Daisy Miller*, *What Maisie Knew*, *The Wings of the Dove*, and *The Ambassadors*, and Bellow's *The Victim*, *Seize the Day*, *Henderson the Rain King*, and *Mr. Sammler's Planet*. *Sterne*.

Eng. 381-1 Studies in Realism and Symbolism 4 sem. hrs.

The transformation of the romantic image into the symbol, the crossing of the arts of literature and painting, and the character of the various types of experimentalism will be discussed. Writers to be considered: Flaubert, Baudelaire, Mallarmé, Zola, Ibsen, Hardy, Rilke, Conrad, Chekhov, and Valéry. *L'Homme*.

Eng. 382-2 English and Continental Literature Since World War I 4 sem. hrs.

Cubism in literature. Attention to such figures as Pirandello, Gide, Apollinaire, Valéry, Stevens, Joyce, Kafka, Eliot, Malraux, Beckett, and Ionesco. *L'Homme*.

Eng. 383-1 Studies in the Novel 4 sem. hrs.

Topic for 1982-83: Major Women Novelists in the Early 20th-Century—Wharton, Cather, and Glasgow. The study of major works by three women writers considered by earlier critics to be the most important novelists of their time. Discussion of the ways in which their fiction, set in the Northeast, the Western plains, and the South, offers a diverse picture of women's roles in American society of the period. *Wittenberg*.

[Eng. 384 Literature and Society 4 sem. hrs. Not offered in 1982-83.]

Children and adolescents (Caucasian, black, and American Indian) in modern literature. Readings will include Henry James's "The Pupil," Oliver La Farge's *Laughing Boy*, Henry Roth's *Call It Sleep*, Richard Wright's *Black Boy*, J.D. Salinger's *Catcher in the Rye*, Carson McCuller's *Member of the Wedding*, Doris Lessing's *Martha Quest*, and Carolina Maria de Jesus' *Child of the Dark*. To be offered in 1983-84. This course alternates with Eng. 367.

[Eng. 385 Special Topics in Literature 4 sem. hrs. Not offered in 1982-83.]

Love and the imagination. An examination of the novelist's vision of the experience of loving: how it develops, is sustained, or fails. Authors to be studied include D.H. Lawrence (*The Rainbow* and *Women in Love*), Lawrence Durrell (*The Alexandria Quartet*), Doris Lessing (chiefly *Stories*), and John Updike. To be offered in 1983-84.

[Eng. 394 Modern Literary Criticism 4 sem. hrs. Not offered in 1982-83.]

Prereq.: for undergraduates, consent of the instructor.

A review of different methods of modern criticism—social, psychological, philosophical, and ethical—applicable to literature and other arts.

[Contemp. St. 300 The Holocaust: Victims and Survivors 4 sem. hrs. Not offered in 1982-83.]

An exploration of the verbal, historical, psychological, and literary problems one encounters when trying to discuss, describe, or evaluate the Holocaust experience. In addition to analyzing several short films (*Ambulance*, *Memorandum*, and *Night and Fog*), we will examine works by Elie Wiesel, Primo Levi, Viktor Frankl, Terrence des Pres, Tadeusz Borowski, Jerzy Kosinski, Nelly Sachs, and Charlotte Delbo. We will be especially concerned with ways of evoking the survival experience in the death camps, and with interpreting the implications of that experience. To be offered in 1983-84.

CL 410-1 Introduction to Folklore and Oral Tradition 4 sem. hrs.

The course will familiarize students with a relatively new discipline that studies and collects popular, orally transmitted versions of story, song, proverb, legend, and the like in particular cultures, both sophisticated and primitive. The course will examine selected collections of this material, scholarly theory about it, practical folklore-collecting experiences, and the influence of folktale forms in a range of adult and children's literature. *Manly*.

Independent Study

Eng. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Intended for students who wish to investigate a particular area of literary study or to undertake a particular project in creative writing under the direction of an instructor. Regular conferences. *Members of the Department*.

Eng. 255-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department. Note: The student will normally elect this course in the semester in which she plans to complete her thesis.

Eng. 260-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Intended for students with substantial knowledge of a particular area of literary studies who wish to do advanced work in that area. Conferences as needed. *Members of the Department*.

Eng. 400-1, 2 Directed Study: Graduate Level 4 sem. hrs. Members of the Department.

The following courses are not offered in 1982-83:

- Eng. 188 The Modern Continental Novel
- Eng. 312 Humanism in Greek Literature
- Eng. 321 Studies in Shakespeare

Faculty

Charles Edmund L'Homme, Ph.D. Professor of English and Chairman of the Department of English

David George Gullette, Ph.D. Professor of English

William J. Holmes, Ph.D. Professor of English

* Lawrence Lee Langer, Ph.D. Professor of English and Alumnae Professor

George Wilson Nitchie, Ph.D. Professor of English

David Scott Perry, Ph.D. Professor of English

Richard Clark Sterne, Ph.D. Professor of English

Floyd Barrington Barbour, A.B. Associate Professor of English

Pamela Starr Bromberg, Ph.D. Associate Professor of English

William Michael Manly, A.M. Associate Professor of English

*On sabbatical leave entire year 1982-83.

****John Douglas Perry, Ph.D.** Associate Professor of English and Coordinator of Freshman English
Judith Bryant Wittenberg, Ph.D. Assistant Professor of English
Robert Henry Grant, A.M. Instructor in English
Susan Bloom, M.A. Special Instructor in English
Mary Joan Demaso, A.M. Special Instructor in English
Corinne Hirsch, Ph.D. Special Instructor in English
Terry Kuhlmann, B.A. Special Instructor in English
Pamela Lloyd, M.Phil. Special Instructor in English

Department of Foreign Languages and Literatures

Courses are offered at different levels in French, German, Russian, and Spanish to enable a student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that a student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, she develops an understanding of the nature of language in general. By studying literary works in the original language, a student acquires an ability to read with enjoyment and full comprehension. She also develops knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a foreign language and literature as part of her liberal education; or she may select a foreign language as her field of concentration with some career objective in mind. A student may combine the special study of a foreign language with diverse fields of concentration in career areas; for example, in social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish, when combined with a concentration in the humanities, social sciences, or management, may prepare a student for careers in government service at home and abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education.

The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that a student interested in international business consult with the

members of the Foreign Languages and Literatures and Management departments. See the description of the international management concentration on page 56.

A student who wishes to study or work abroad must achieve competence in all basic language skills. A student planning further study in graduate school needs to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of a student who has not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements. At least 32 semester hours, distributed among the following courses in language and literature, are to be selected *after consultation with the Departmental adviser*. No more than two courses in the Department given in English may be credited toward the concentration:

- Frn. 240 Spoken French
- Frn. 245 Conversation and Composition
- Frn. 248 The French Press
- Frn. 298, 299 Major French Writers
- Frn. 300 French Civilization
- Frn. 301 French Cultural Myths and Traditions
- Frn. 330 Advanced Conversation and Composition
- Frn. 335 Stylistics
- Frn. 340 French Literature of the Middle Ages
- Frn. 347 The Theater of the 17th Century: Corneille, Molière, Racine
- Frn. 355 The Age of Enlightenment
- Frn. 365 The 19th-Century Novel
- Frn. 370 Baudelaire and Symbolism
- Frn. 382 The Poet and Society
- Frn. 385 The Modern Novel
- Frn. 386 French Cinema and Modern Theater
- Frn. 390 Gide, Sartre, Camus
- Frn. 395 Seminar: Special Topics in French

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French concentrators.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 16.

- Frn. 290 Directed Study: Senior Thesis

Concentration in Spanish

Requirements. At least 32 semester hours, distributed among the following courses in language and literature, are to be selected *after consultation with the Departmental adviser*. No more than two courses in the Department given in English may be credited toward the concentration.

- Spn. 235 Conversational Skills: Spanish for the Professions
- Spn. 240 Spoken Spanish
- Spn. 245, 247 Conversation and Composition
- Spn. 300 Advanced Conversation and Composition
- Spn. 325 Spanish Civilization
- Spn. 327 Hispanic-American Cultural History

** On sabbatical leave first semester 1982-83

- Spn. 330 Migrant in the City: Field Work Seminar on Puerto Rican Culture
- Spn. 335 Revolution in Latin America: Mexico and Cuba
- Spn. 341 Introduction to the Literature of Spain
- Spn. 346 Introduction to the Literature of Latin America
- Spn. 372 20th-Century Hispanic Drama
- Spn. 376 Spanish Literature at the Turn of the Century
- Spn. 380 The Contemporary Latin American Novel
- Spn. 384 Cervantes
- Spn. 386 Hispanic Cinema
- Spn. 395 Special Topics in Spanish

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all Spanish concentrators.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 16.

- Spn. 290 Directed Study: Senior Thesis

It is also possible to arrange a joint concentration in French and Spanish through the OPEN Program. See page 14.

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program, provided each proposal is recommended by the school or department concerned and approved by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

Independent Study

Each semester the Department offers students the possibility for independent study (Frn. 250, Spn. 250) in areas of the students' interest. Those intending independent study should consult well in advance with the instructor concerned.

Graduate Programs in French and Spanish

For information about the Master of Arts in French and Spanish, see page 95.

Courses

French

Frn. 101-1, 102-2 Elementary French I and II 4 or 8 sem. hrs.
Prereq. for Frn. 102: Frn. 101 or approval of the Department.
 Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French. *Members of the Department.*

Frn. 201-1 Intermediate French I 4 sem. hrs.
Prereq.: Frn. 102 or approval of the Department.
 An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. *Members of the Department.*

Frn. 202-2 Intermediate French II 4 sem. hrs.
Prereq.: Frn. 201 or approval of the Department.
 Continuation of Frn. 201. *Members of the Department.*

Frn. 210-1, 2 Advanced Intermediate French 4 sem. hrs.
Prereq.: Frn. 201 or approval of the Department.
 Development of competency in language skills through grammar review, readings, and discussions. *Members of the Department.*

Frn. 240-1 Spoken French 4 sem. hrs.
Prereq.: Frn. 202 or 210 or approval of the Department.
 Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Ishikawa.*

Frn. 245-1 Conversation and Composition 4 sem. hrs.
Prereq.: Frn. 202 or 210 or approval of the Department.
 Concentration, with individual assistance, on pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Keane.*

Frn. 248-2 The French Press 4 sem. hrs.
Prereq.: Frn. 202 or 210 or approval of the Department.
 Examination and study of the French press. Materials to be used are newspapers and periodicals from the entire political spectrum. Analyses, oral presentations, directed discussions, and short papers on varied subjects of topicality and substance. *Mackey.*

Frn. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Frn. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Frn. 290-0 Directed Study: Senior Thesis 4 sem. hrs.

Frn. 298-1 Major French Writers 4 sem. hrs.
Prereq.: Frn. 202 or 210 or approval of the Department.
 Introduction to the techniques of close reading and *explication de texte*. Thematic study of selected genres from the Age of Chivalry, the Renaissance, the Classical period, and the Age of Enlightenment. Emphasis will be placed on the theme of love. Works by such authors as Chrétien de Troyes, Rabelais, Montaigne, Ronsard, Pascal, Madame de Lafayette, Corneille, Racine, Molière, Diderot, and Voltaire. *McKeen.*

Frn. 299-2 Major French Writers 4 sem. hrs.
Prereq.: Frn. 202 or 210 or approval of the Department.
 Introduction to methods of literary analysis and criticism through a study of representative works of modern French literature. Special attention will be given to the romantic revolt and the emergent literary schools of the 19th and 20th centuries. Selected works from such authors as Rousseau, Hugo, Balzac, Baudelaire, Rimbaud, Flaubert, Zola, Proust, Gide, Mauriac, Sartre, Camus, Genêt, and Beckett. *McKeen.*

[**Frn. 300-1 French Civilization 4 sem. hrs.** Not offered in 1982-83.]

The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow. Given in English.

Frn. 301-1 French Cultural Myths and Traditions 4 sem. hrs.

Introduction to French culture. Survey of traditional French values, some of which are reflected in selected literary works, and their relationship to individual and institutional patterns of behavior. Conducted in English. *Ishikawa.*

[**Frn. 330-2 Advanced Composition and Conversation 4 sem. hrs.** Not offered in 1982-83.]
Prereq.: Frn. 245, 248, or approval of the Department.
 An intensive study of the art of written expression through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language.

Frn. 335-2 Stylistics 4 sem. hrs.

Prereq.: Frn. 245, 248, or approval of the Department.

A study of French on the level of personal and aesthetic expression. Students will be encouraged to develop greater variety and sensitivity in their own writing through analyzing passages from major French prose writers and translating passages from modern American and British writers. *Keane.*

[Frn. 340-1 Heroic Epic and Courtly Romance 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Frn. 202 or 210 or approval of the Department.

The ideal of courage and loyalty, as expressed in epic poems like the "Song of Roland," and the ideal of courtesy and love, found in romances like *Lancelot* and *Yvain*, dominated French (and European) literature during the Middle Ages; their influence extends to our own day. In this course, medieval values will be examined through a number of representative works, which will be read in modern French.

[Frn. 347-2 17th-Century Literature 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Frn. 202 or 210 or approval of the Department.

Moral and aesthetic perspectives of the "splendid century," with special emphasis upon the classic theater: Corneille, Racine, and Molière. Attention will be given to the social and cultural milieu in which French classicism came to maturity.

Frn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.

Frn. 355-1 The Age of Enlightenment 4 sem. hrs.

Prereq.: Frn. 202 or 210 or approval of the Department.

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of 18th-century thought and culture, such as sentimentalism, neoclassicism, and preromanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres. *McKeen.*

Frn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.

[Frn. 365-2 The 19th-Century Novel 4 sem. hrs.

Not offered in 1982-83.]

Prereq.: Frn. 202 or 210 or approval of the Department.

The development of the novel from preromanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust.

[Frn. 370-2 Baudelaire and Symbolism 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Frn. 202 or 210 or approval of the Department.

The image of the artist from poet-seer to dandy; a study of major developments in French literature during the second half of the 19th century. Background in romantic satanism and the Parnasian aesthetic as related to the *fin de siècle* mentality. Emphasis on the poetry of Baudelaire, Rimbaud, and Mallarmé and the influence of symbolism on theater and the novel. Selected works by such authors as Nerval, Leconte de Lisle, Lautréamont, Verlaine, Laforgue, Villiers de l'Isle Adam, Zola, Huysmans, Gide, and Maeterlinck.

[Frn. 382-1 The Poet and Society 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Frn. 202 or 210 or approval of the Department.

The role of the poet from Villon to surrealism: theory, practice, and impact. Emphasis on the reforms and innovations of the *Pleiade*, the philosophical verse of Voltaire, the lyric revival of the Romantic movement, and the political orientation of the surrealists. *McKeen.*

Frn. 385-1 The Modern Novel 4 sem. hrs.

Prereq.: Frn. 202 or 210 or approval of the Department.

The main movements in the French novel starting with Proust and including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman*, such as Butor, Robbe-Grillet, and Sarraute. *Keane.*

[Frn. 386-2 French Cinema and Modern Theater 4 sem. hrs. Not offered in 1982-83.]

The French film from about 1930 to 1970 and French theater from the turn of the century to the present. The class will view a number of films and (if possible) several plays. Representative plays will also be read. Through the study of particular creators (authors and directors), attention will be given to the problems associated with each form of imaginative representation and to the aesthetic and social climate in which the plays and films were first produced. Given in English.

Frn. 390-2 Gide, Sartre, Camus 4 sem. hrs.

Prereq.: Frn. 202 or 210 or approval of the Department.

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the recits of Gide, the plays of Sartre, and the novels of Camus. *McKeen.*

Frn. 395-2 Seminar: Special Topics in French 4 sem. hrs.
Topic to be announced.

German

Ger. 101-1, 102-2 Elementary German I and II 4 or 8 sem. hrs.

Prereq. for Ger. 102: Ger. 101 or approval of the Department.

Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts. *Fleischmann.*

Ger. 201-1 Intermediate German I 4 sem. hrs.

Prereq.: Ger. 102 or approval of the Department.

Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Fleischmann.*

Ger. 202-2 Intermediate German II 4 sem. hrs.

Prereq.: Ger. 201 or approval of the Department.

Continuation of Ger. 201. *Fleischmann.*

Ger. 245-1 Conversation and Composition 4 sem. hrs.

Prereq.: Ger. 202 or approval of the Department.

For students wishing to increase their proficiency in the oral and written use of German. Class discussion and oral reports based on short stories by modern German authors. Includes a brief review of grammar, exercises in vocabulary building, and structural analysis of selected passages. *Fleischmann.*

[Ger. 248-1 The Press of Business 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Ger. 202 or approval of the Department.

An introduction to business concepts and terminology. Selected newspaper readings will provide information on social and economic infrastructures of the four major German-speaking countries. The course will explore some of the perspectives from which these countries view their own, as well as the international, economy. Of special interest to students with no specific business career objectives.

Ger. 300-2 Advanced Reading, Conversation, and Composition 4 sem. hrs.

Prereq.: Ger. 245 or approval of the Department.

Close examination of literary and nonliterary texts; continued oral-aural practice through discussions and reports. *Fleischmann.*

[Ger. 325-2 Modern German Literature in Translation 4 sem. hrs. Not offered in 1982-83.]

This course discusses literature written in German from 1945 to the present. It is structured on certain central themes: the war experience; "de-Nazification" and the question of collective guilt; hopes and conflicts in the early Republic (in the west); the trials of Stalinism (in the east); the economic prosperity and its price; the question of alliances; cultural changes during the 1960s and 1970s; and the current social scene. Authors include Brecht, Borchert, Böll, Celan, Grass, Frisch, Walser, Johnson, Lenz, Aichinger, Bachmann, Wolf, and Plenzdorf. Open to all students. Those who wish to receive language credits are expected to read some of the texts in the original language and to submit papers in German.

Russian

Rus. 101-1, 102-2 Elementary Russian I and II 4 or 8 sem. hrs.

Prereq. for Rus. 102: Rus. 101 or approval of the Department.

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Mamikonian.*

Rus. 201-1 Intermediate Russian I 4 sem. hrs.

Prereq.: Rus. 102 or approval of the Department.

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Mamikonian.*

Rus. 202-2 Intermediate Russian II 4 sem. hrs.

Prereq.: Rus. 201 or approval of the Department.

Continuation of Rus. 201. *Mamikonian.*

[Rus. 245-1 Advanced Russian 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Rus. 202 or approval of the Department.

Intensive reading and translation.

Rus. 247-2 Russian Civilization 4 sem. hrs.

A survey of the principal currents in pre-Soviet cultural history as seen through the arts, literature, and social development. Given in English. *Mamikonian.*

Rus. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Rus. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Spanish

Spn. 101-1, 102-2 Elementary Spanish I and II 4 or 8 sem. hrs.

Prereq. for Spn. 102: Spn. 101 or approval of the Department.

Intensive oral practice combined with elements of grammar and the reading of modern literary texts. *Members of the Department.*

Spn. 201-1 Intermediate Spanish I 4 sem. hrs.

Prereq.: Spn. 102 or approval of the Department.

An intensive review of grammar, oral practice, and reading of 20th-century texts of graduated difficulty. Prepares for all 200-level Spanish courses. *Members of the Department.*

Spn. 202-2 Intermediate Spanish II 4 sem. hrs.

Prereq.: Spn. 201 or approval of the Department.

Continuation of Spn. 201. *Members of the Department.*

Spn. 210-1, 2 Advanced Intermediate Spanish 4 sem. hrs.

Prereq.: Spn. 201 or approval of the Department.

More intensive than Spn. 201 or 202, this one-semester course offers a complete review of grammar and analysis of contemporary Hispanic texts. Emphasis on student-led discussions, group activities, and writing practice to increase proficiency. Fulfills language requirement. *Cohen, Hall.*

Spn. 235-1 Conversational Skills: Spanish for the Professions 4 sem. hrs.

Prereq.: approval of the Department.

The goal of this course is to increase fluency in Spanish while improving the students' vocabulary, especially that which is needed in professional situations (health care, nutrition, bilingual education, social work, and business). The class will consist of theater scenes, improvisations, and discussions. A tape program, song recordings, public readings, speeches, plays, and night club routines will introduce phonetic differences in the language as well as accustom students to the Spanish that is spoken throughout the Hispanic world. Consent required. Students may take either Spn. 235 or 240. *Treacy.*

Spn. 240-2 Spoken Spanish 4 sem. hrs.

Prereq.: approval of the Department.

Intensive oral-aural practice, with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. *Cohen.*

Spn. 245-1 Conversation and Composition 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

Intensive semester course for students concentrating in Spanish or wishing to increase their proficiency in the oral or written use of the language. Texts will be present-day Spanish and Latin American newspapers and magazines. *Ferguson, Staulo.*

[Spn. 247-2 Conversation and Composition 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Spn. 202, 210, or approval of the Department.

Intensive semester course for students concentrating in Spanish or wishing to increase their proficiency in the oral and written use of the language.

Spn. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Spn. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Spn. 290-0 Directed Study: Senior Thesis 4 sem. hrs.

[Spn. 300-2 Advanced Conversation and Composition 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Spn. 245, 247, or approval of the Department.

An intensive course designed to stress both written and oral expression in the Spanish language. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors.

Spn. 325-2 Spanish Civilization 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

An introduction to the major European artistic currents and their impact on Spain. Spanish literature and art as a response to political and social change. *Treacy.*

[Spn. 327-1 Hispanic-American Cultural History 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Spn. 202, 210, or approval of the Department.

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolivar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919.

Spn. 330-2 Migrant in the City: Field Work Seminar on Puerto Rican Culture 4 or 8 sem. hrs.

Prereq.: approval of the Department.

Class meetings detail the Puerto Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to nonconcentrators. Conducted in English. Can provide the context for an internship. *Cohen.*

[Spn. 335-2 Revolution in Latin America: Mexico and Cuba 4 sem. hrs. Not offered in 1982-83.]

Prereq.: juniors, seniors, and graduate students only.

The artist's view of history through the novel, film, mural, and poster art. Mexico: betrayed hope of the revolution. Cuba: the difficulty of adapting to social change. Given in English, with readings available in both English and Spanish; however, concentrators and M.A. students in Spanish must do readings in Spanish to receive credit toward concentration.

[Spn. 341-1, 342-2 Introduction to the Literature of Spain 4 or 8 sem. hrs. Not offered in 1982-83.]

Prereq.: Spn. 202, 210, or approval of the Department.

Critical readings of masterpieces by the major writers of Spain. Introduction to the main trends of Spanish literature and thinking, with emphasis on periods of significant interest: the Golden Age (341); and the 20th century (342); their impact on Western literature.

Spn. 346-1 Introduction to the Literature of Latin America 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era as well as the 19th and 20th centuries. *Ferguson.*

Spn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.

Spn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.

Spn. 372-1 20th-Century Hispanic Drama 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

Readings of plays by major contemporary playwrights of Spain and Hispanic America, with critical discussion of the stylistic and social concerns that link these writers. *Cohen.*

Spn. 376-1 Spanish Literature at the Turn of the Century 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

Spain's defeat in the Spanish-American War (1898) compelled intellectuals to confront their country's history and traditional ideals as well as to consider possible routes to national regeneration. The course will examine artists' personal responses to the crises: the re-evaluation of the past and the adaptation of European values. Among the writers to be studied are Unamuno, Machado, and Valle-Inclán.

Spn. 380-2 The Contemporary Latin-American Novel 4 sem. hrs.

Prereq.: Spn. 202, 210, or approval of the Department.

Thematic and stylistic study of the works of Juan Rulfo, Carlos Fuentes, Alejo Carpentier, Julio Cortázar, Mario Vargas Llosa, and Gabriel García Márquez. *Ferguson.*

[Spn. 384-1 Cervantes 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Spn. 202, 210, or approval of the Department.

The originality and impact of Cervantes' fiction. Partial emphasis on Don Quixote within the context of Cervantes' other works as well.

[Spn. 386-1 Hispanic Cinema 4 sem. hrs. Not offered in 1982-83.]

Spanish and Latin American film from the 1930s to the 1970s. An examination of the relationship of artistic, literary, and political movements to film. A study of film structure and methods, including philosophy and stated intentions of individual filmmakers. Readings will include film scripts, film criticism, and source novels. Given in English.

Spn. 395-1, 2 Seminar: Special Topics in Spanish 4 sem. hrs. *Prereq.: Spn. 202, 210, or approval of the Department.*

Topic for the fall semester: Multinational Corporations: A Latin American Perspective. The seminar will focus on the cultural and ideological responses of leading Latin American intellectuals and writers to the presence of U.S.-owned enterprises in selected countries (Mexico, Argentina, Brazil, Chile, and Peru). Readings will include essays, poetry, and works of fiction in Spanish. *Hall.*

Topic for the spring semester: Outstanding Women Writers of Latin America. The seminar will explore Latin American women writers' works, which, though on par with those of their male counterparts, have been widely neglected. Among the subjects to be discussed are characterization of women, role delineation, and other techniques of fiction. Established authors will be read; however, special attention will be given to promising younger writers. *Ferguson.*

Faculty

Raquel Halty Ferguson, Ph.D. Associate Professor of Spanish and Chairman of the Department of Foreign Languages and Literatures

Charles R. Mackey, Ph.D. Professor of French and Dean of Humanities

Don H. McKeen, Ph.D. Professor of French and Foreign Study Adviser

Louise G. Cohen, Ph.D. Associate Professor of Spanish
Susan M. Keane, Ph.D. Associate Professor of French and Coordinator of the OPEN Program

Helen Mamikonian, A.M. Associate Professor of Russian

Nancy A. Hall, Ph.D. Assistant Professor of Spanish

Wayne K. Ishikawa, Ph.D. Assistant Professor of French

Mary Jane Treacy, Ph.D. Assistant Professor of Spanish

Maria Paz Staulo, M.A. Instructor in Spanish

Fritz Fleischmann, Cand. Phil. Instructor in German

Krisjann Slauson, A.B. Secretary for the Department of Foreign Languages and Literatures

Department of Government

The Departmental requirements in government provide the student with a grounding in political theory, international relations, and comparative and American government, and allow her to choose an additional 12 semester hours in the concentration, depending on her special interest. In addition, the requirement of a basic course in economics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state, and local levels by taking and passing qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is also a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages. Students are advised to consider courses in the Mathematics Department since some understanding of statistical methods is strongly recommended for those interested in government employment, law, or graduate work in political science.

A limited number of juniors specializing in government are eligible to be considered for attendance at the Washington Semester of the American University, Washington, D.C. Students not concentrating in government are also eligible for consideration, provided they have had some background in the field. Ordinarily, the student will attend American University in the first semester of the junior year and, therefore, must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan is unique since it provides students with the opportunity to obtain practical experience in government and to complete a major project. The Department also has an arrangement with the Washington Center for Learning Alternatives whereby one student per semester may take an internship in Washington, D.C., for credit. In addition, the Department encourages students to engage in political studies abroad.

Students in the Department are encouraged to undertake research projects based on work experiences in government offices at the national, state, or urban level during either the summer or regular term time. Several internships are also available in organizations with international relations. These experiences become the basis for fulfilling the independent study requirement, and students are encouraged to select their courses in anticipation of this independent work.

Concentration in Government

Requirements. The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest related to the study of politics. Students interested in a career in the social sciences, either in government or in teaching at any level, are advised to elect at least one course in each of the other social sciences in addition to government.

Gov. 121 American National Government
 Gov. 123 Classical Political Theory
 or
 Gov. 124 Political Theory: The Early Moderns
 Gov. 132 International Relations
 Gov. 134 Comparative Politics
 Eco. 101, 102 Principles of Economics
 Government electives, 12 semester hours, including one seminar.

The degree requirement of eight semester hours of independent study or senior seminar may be met by Gov. 250, 270, 280, any seminar offered by the Department, or an appropriate seminar in another department approved by the Department. These eight semester hours are in addition to the 36 semester hours required in the government concentration.

Honors in Government. An honors program is offered to qualified students who fulfill the College requirements as designated on page 16, and who have at least a B average in government.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily Gov. 290, Directed Study: Senior Thesis, and Gov. 123 and 124.

Courses

Gov. 121-1 American National Government 4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Miles.*

Gov. 123-1 Classical Political Theory 4 sem. hrs.

The central themes of classical political thought. Concentrating on such philosophers as Plato, Aristotle, and Aquinas, the course attempts to examine the link between ethics and politics; the role of the individual in the polis; and the notions of liberty, equality, and justice. *Gregorian.*

Gov. 124-2 Political Theory: The Early Moderns 4 sem. hrs.

An examination of the break with classical and Christian thinking during the Renaissance and the Enlightenment. Social contract theory, the more limited role of the state, liberalism, conservatism, and the individual in society are among the main topics of discussion. Philosophers considered are Machiavelli, Hobbes, Locke, Rousseau, Mill, and Burke. *Gregorian.*

Gov. 130-2 Political Development 4 sem. hrs.

An analysis of the causes and processes of political development. Major theories of political development that will be examined and applied to various Third World countries.

Gov. 132-1 International Relations 4 sem. hrs.

The nation state as the unit of international relations; the elements that give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world; and problems such as disarmament, atomic energy, and world trade. *Miner.*

Gov. 133-2 International Organization 4 sem. hrs.

An introduction to the process of international organization from the Concert of Europe to the present, with particular emphasis on the United Nations and the European Common Market. *Miner.*

Gov. 134-1, 2 Comparative Politics 4 sem. hrs.

An introduction to the study of governments other than the United States. Governments selected for study include Great Britain, West Germany, Mexico, and China.

Gov. 138-2 Soviet Politics 4 sem. hrs.

An examination of the Soviet political system. Particular attention will be paid to the role of the Communist party in policy making and the relationship of the party to the state. In addition, the development and future of the Soviet political system will be considered. *Miner.*

Gov. 140-2 Public Administration 4 sem. hrs.

Enrollment: not open to freshmen.

Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Miles.*

Gov. 142-1 Political Behavior 4 sem. hrs.

An attempt to explain political behavior from a variety of sources and perspectives. A beginning section on scope and methodology, followed by an examination of such phenomena as the process of government; modes of political participation; group and party processes; voting; and legislative, administrative, and organizational behavior. *Gregorian.*

Gov. 146-2 The American Congress 4 sem. hrs.

An introduction to the history and operational dynamics of the Congress. One section will analyze the processes of the House of Representatives; the second will examine the dynamics of the Senate. The final section will concentrate on Congressional-Executive relations and domestic and foreign policy making. *Gregorian.*

Gov. 147-2 Women and the Law 4 sem. hrs.

Enrollment: not open to freshmen.

Using the case method, the course will deal with sex-based discrimination and the range of problems with which recent court decisions have been concerned, such as equal rights, women in the labor force, educational opportunities, family law, taxation, and laws affecting rape. *Miles.*

[Gov. 148-2 Constitutional Law: The Modern Court 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Gov. 121.

Analysis of the Supreme Court's decisions in the last two decades, with emphasis on those cases dealing with civil, political, and social questions. Consideration of the Warren Court and its impact on American government and society. *Miles.*

[Gov. 149-2 The Making of American Foreign Policy

4 sem. hrs. Not offered in 1982-83.]

Prereq.: consent of the instructor.

Students will be expected to become familiar with the forces in our society that have a significant impact on our foreign policy and the machinery of decision making in foreign affairs. Examination of American policies will include not only what these policies are, but also what policy changes might profitably be made. *Miner.*

Gov. 154-1 Problems in Urban Politics 4 sem. hrs.

Historical evaluation of development of cities. Discussion of informal political processes that link informal demands to formal institutional process; emphasis on political parties, interest groups (particularly ethnic trends). Evaluation of impact of urban programs: schooling, welfare, housing, etc.

Gov. 158-1 Seminar on the Causes of War 4 sem. hrs.

A study of the various theories of the causes of war. These theories will be applied to selected case studies in order to identify the factors that lead to conflict between states. *Miner.*

[Gov. 159-1 Seminar on National Security Affairs 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Gov. 132 or 133.

An examination of military weapons and strategy and their role in policy and international relations. Emphasis on contemporary strategy, including nuclear deterrence and arms control. Current issues, such as the Strategic Arms Limitations Talks (SALT), the MX missile, and European defense arrangements will also be explored. *Miner.*

[Gov. 160-2 Seminar on the American Presidency 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Gov. 121.

A consideration of the American Presidency focusing each year on a different topic; there will be readings, discussions, and a term paper, which will be researched and discussed in the seminar. *Miles.*

Gov. 162-1 Seminar on Marxist Political Thought 4 sem. hrs.

An analytical and historical study of Marx and Marxist thought through the examination of samples of his work as well as that of revisionists. Topics to be discussed include historical materialism, alienation, ideology, capitalist contradictions, state and revolution, intellectuals' roles, hegemony, and critical theory. *Gregorian.*

Gov. 250-1, 2 Independent Study Credit to be arranged.

Prereq.: consent of the Department.

Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department.*

Gov. 270-1, 2 Internship 8 or 16 sem hrs.

Prereq.: consent of the Department.

Members of the Department.

Gov. 280-1, 2 Field Work 4 or 8 sem. hrs.

Prereq.: consent of the Department.

For students in government who engage in supervised on-the-job experience in some government agency, or with a political office holder or office seeker.

Gov. 290-1, 2 Directed Study: Senior Thesis 4 or 8 sem. hrs.

Required for honors in government. Includes oral examination. *Members of the Department.*

Faculty

Deborah Nutter Miner, Ph.D. Assistant Professor of Government and Chairman of the Department of Government

Hrach Gregorian, Ph.D. Assistant Professor of Government

Carroll French Miles, Ph.D. Professor Emeritus and Lecturer in Government

Rita Oriani Secretary for the departments of Economics, Government, and Sociology

Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or government officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into human experience in general.

Students electing a concentration in history alone may specialize in any one of its various fields. Specializations in European, American, African, Afro-American, and women's history may be arranged in consultation with the Department, and will normally consist of courses built upon general requirements. A specialization will usually be constructed from seminars, specific topic courses, and courses emphasizing methodological or thematic approaches. Courses titled Special Topics in History (see below) can be incorporated into a specialization upon student petition. *Students not concentrating in history alone* may choose to combine courses in history with those in another department and to construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. The Department recommends that first-semester *freshman* considering a concentration in history take as their first course either His. 100 or 140. For *nonconcentrators* who wish to study history for the purpose of educational enrichment, the Department recommends that they select from the following: His. 100, 115, 116, 120, 121, 127, 140, 157, or Afro-Amer. St. 110.

Concentration in History

The concentration in history is composed of 32 semester hours of history courses integrated in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Within broad guidelines, the courses may be chosen with a minimum of prescription.

Requirements

- American history Eight semester hours
- Modern European history Eight semester hours
- Ancient or medieval history Four semester hours
- African or Afro-American history Four semester hours
- Specialization (to be arranged in consultation with the Department) Eight semester hours

Beyond the concentration, the student must fulfill the College requirement of eight semester hours of independent study, four of which may be satisfied within the 32 semester hours of concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography and another history course in which a substantial amount of independent study is included, or by student teaching in history. This latter course should be selected in consultation with the course instructor and the student's Departmental adviser. Students must declare how they will fulfill the independent study requirement before the end of their junior year.

Interdepartmental Concentrations

Students who choose to develop a concentration by combining courses in history with courses offered by another department should discuss their plans early in their college career with their adviser and the chairmen of the departments involved. Some combinations have been worked out by the faculty, such as the American studies concentration. A student may, for example, use this as a model for proposing a personalized concentration in European studies. Another combined concentration, which can be used as a model, is that in history-secondary education. Other fields that lend themselves to such combinations with history are English, foreign languages and literatures, economics, government, sociology, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see the requirements on page 93), along with those leading to the B.A. Although the ordinary expectation is that the M.A.T. requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened.

While registration in certain courses is limited, all courses are available to properly qualified students. Graduate students may, under advisement, elect any courses offered by the Department, but courses numbered in the 200's are especially suitable for master's degree candidates as well as for advanced undergraduates.

Honors in History. An honors program is offered to qualified students who are eligible according to the College requirements designated on page 16. An honors candidate is required to register in His. 250, Independent Study, in the first semester of her senior year. Upon

satisfactory completion of that course, she is then required to register in, and satisfactorily complete, His. 255, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College's independent study requirement. The honors program, although open to any qualified student concentrating in history, is especially recommended to students intending to pursue their study of history or a related subject in graduate school.

Special Topics in History. The Department periodically offers special courses not normally covered in the curriculum. These courses are designed to survey specified geographical areas and topics, and will be regularly rotated with the objective of providing diverse coverage of regional and national histories. They will generally be offered one time only and will require no prerequisite courses.

Courses

General Courses

His. 100-1 History of Western Civilization: Medieval to Modern, 1000-1715 4 sem. hrs.

The "first Europe" was a cosmopolitan and creative society ultimately organized around religion. This course studies its creation in the middle ages; its flowering in the days of knighthood, cathedrals, and poets; its culmination in the glories of the Renaissance; and its disintegration during and after the Reformation. Slides, movies, papers, and discussions. *Lyman and Hunter.*

His. 101-2* History of Western Civilization: The Enlightenment to the Present 4 sem. hrs.

Beginning with the reign of Louis XIV, this course presents an integrated approach to the Old Regime and the Enlightenment and to the relationship of both to the French Revolution. That revolution will then be viewed in relation to liberal and national movement as well as to the industrialization of Europe in the 19th century. World War I and the Russian Revolution will be presented as a watershed between rather distinct periods; issues distinguishing the 20th century will be highlighted. *Hunter.*

His. 115-1 Colonial Boston: 1630-1776 4 sem. hrs.

A survey of the history of colonial Boston from its founding in 1630 to the outbreak of the Revolution. Designed for the general student, the course will investigate Puritan ideology; the growth of the society and the social, political, economic, and religious strains it experienced; and the factors leading to the development of revolutionary sentiment. Appropriate readings in primary and secondary sources, visual aids, museum visits, and walking tours will constitute the approach of the course. *Halko.*

His. 116-1 New Approaches to History 4 sem. hrs.

Two case studies—witchcraft and Hitler—show history's need for connections with anthropology, psychology, and sociology. What motivated the persecutors? How were victims identified and isolated? Why does intolerance occasionally explode into a murderous epidemic? *Lyman.*

*Although this course has no prerequisite, it is a logical follow-up to His. 100.

His. 119-2 History of the Family 4 sem. hrs.

The family, our most resilient and universal institution, has always been the major vehicle for educating and socializing the young and for bridging the generations. To study varieties of the family across time and cultures, we use materials and techniques from many disciplines. Key questions: How has the Western family handled the stress of modernization since 1800? What are the origins of contemporary family styles? How can you explore your own roots? *K. and R.L. Lyman.*

[His. 218-1 Historic Preservation: Seminar 4 sem. hrs.

Not offered in 1982-83; offered in 1983-84.]

How can the physical world of previous generations be adapted and recycled for contemporary use? Why should we (and how can we) preserve buildings, areas, and whole towns? What connects our sense of self with our awareness of place and time? Field trips, interdisciplinary readings, multimedia projects. *Lyman.*

[His. 296-1 European Historiography: Seminar 4 sem. hrs.

Not offered in 1982-83.]

The course is divided into two nearly equal parts. The first is devoted to a schematic survey of the writings of historians from the earliest times to the present and to an analysis of their approaches to their subjects. The second is designed to enable students to apply their historical sensitivity to problems associated with the historiography of the French Revolution. *Hunter.*

His. 298-2 American Historiography: Seminar 4 sem. hrs.

An analysis of the assumptions and methodologies of American historians from the 17th century to the present as related to the topic of Puritanism. *Halko.*

Europe

His. 120-1 Ancient Near East 4 sem. hrs. Offered in 1982-83; not offered in 1983-84.

An examination of the development of civilization in the Near East, including recent discoveries in prehistory and accounts of life in Mesopotamia, Egypt, and Israel. *Lyman.*

[His. 121-1 Greek History 4 sem. hrs. Not offered in 1982-83; offered in 1983-84.]

A review and analysis of the life and achievements of ancient Greek civilization from Mycenaean to Hellenistic times. *Lyman.*

[His. 122-2 Roman History 4 sem. hrs. Not offered in 1982-83; offered in 1983-84.]

A survey of Roman civilization from the foundation to the fall. Special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and to techniques for studying ancient civilizations. *Lyman.*

His. 123-2 Medieval History 4 sem. hrs. Offered in 1982-83; not offered in 1983-84.

Selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasis on social and economic organization and cultural patterns. Special attention given to northwest Europe. *Lyman.*

His. 126-2 Renaissance and Reformation: 1300-1650 4 sem. hrs.

A survey of major developments in culture and religion and their impact on the society of early modern Europe. The course, designed for the general student, will explore the cultural dimensions of both periods by examining their art, architecture, music, philosophy, and science. Slides, records, films, and museum trips will be used extensively. *Halko.*

His. 127-1 Europe in the 19th Century 4 sem. hrs.

This course emphasizes two themes: 1. those intellectual, economic, technological, and political factors that created and maintained European dominance during the 19th century—and made it seem inevitable and good; and 2. those dynamic factors that, although then promoting the power and pride of Europe, would lead to their erosion in the 20th century. *Hunter.*

His. 128-2 Europe in the World of the 20th Century 4 sem. hrs.

This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution, and other challenges to assumptions and realities inherited by contemporary Europe from the 19th century. Thus, close attention will be paid to such topics as the Nazi movement, the contemporary forms of socialism, the Great Depression, the applications of Freudian thought, and the relative decline of European power. *Hunter.*

[His. 132-1 History of Modern France 4 sem. hrs. Not offered in 1982-83.]

This course follows and interprets the history of France from the time of her position of pre-eminence under Louis XIV and during the French Revolution to her humiliation in 1940 and her recovery as a partner in the European community of the 1980s. *Hunter.*

His. 133-1 History of Russia to 1917 4 sem. hrs.

This course focuses on those issues and circumstances that both differentiate Russian history from and yet link it to that of other peoples. Attention will be paid to Russian expansion, major rulers, cultural achievements, persisting problems, and protest movements. Although prerevolutionary Russian history will be treated primarily as important in itself, it will also be presented as a background to an understanding of Russia's place in the contemporary world. *Hunter.*

His. 134-2 History of Soviet Russia 4 sem. hrs.

This course begins by establishing a context for the Russian Revolution of 1917. It proceeds chronologically, but with a special effort to search out how characteristics that can be thought of as "Russian" mesh with characteristics that can be thought of as communistic. Considerable attention will also be placed on the relationship of Soviet Russia—and its ideology—to other countries. *Hunter.*

His. 138-1 Tudor-Stuart England: 1485-1714 4 sem. hrs.

An examination of the crucial political, religious, economic, social, and intellectual developments that transformed England from a medieval to a modern society. Topics receiving general emphasis are the English Reformation, the Renaissance in England, the Civil War of the 1640s, and the Glorious Revolution of 1688-89. *Halko.*

His. 220-2 Primitive Christianity 4 sem. hrs.

A study of Roman, Jewish, and Palestinian contexts of primitive Christianity based on close analysis of texts and archaeology. *Lyman.*

[His. 235-2 World War I: Seminar 4 sem. hrs. Not offered in 1982-83.]

Starting with the reading of such works as Solzhenitsyn's *August 1914* and Tuchman's *Guns of August*, the class will seek to arrive at an understanding of why the war opened a chasm that nearly unbridgeably divides our era from that of the Victorians. *Hunter.*

His. 236-1 The French and Russian Revolutions: Seminar 4 sem. hrs.

A comparative study of the two European revolutions that profoundly inspired or shocked modern history. This course will look closely into the revolutions in search of meanings rather than of factual details. However, sufficient factual material will be provided to enable students starting with little information but some sensitivity to the past, whether acquired in history courses or in those of other humanistic or social scientific disciplines, to benefit from the course. *Hunter.*

United States

His. 140-1, 141-2 History of American Civilization, I and II 4 or 8 sem. hrs.

Offered as a year-long course, or either half may be taken separately.

His. 140-1: Topical development of American political and social institutions from the 18th century through the Reconstruction period. *Halko.*

His. 141-2: Beginning with a consideration of implications of Reconstruction, the course will survey major economic problems in the new Industrial Age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Halko.*

[His. 151-1 American Constitutional History: 1789 to the Present 4 sem. hrs. Not offered in 1982-83.]

The development of American law as reflected in historical judicial decisions. The course traces the history of the Supreme Court through the major crises of American history: state-rights versus nationalism in the 19th century, and human rights and civil liberties in the 20th. *Halko.*

[His. 152-2 Race and Society 4 sem. hrs. Not offered in 1982-83.]

An historical analysis of race relations and racism in the United States. Race and the ideology of racism will be examined within the framework of black-white power relations, native Americans and the dominant society, Chicano and other Spanish-speaking communities, and ideas and practices of white movements and institutions. *Solomon.*

His. 153-2 United States Foreign Policy from 1900 4 sem. hrs.

The United States at the start of the 20th century had become one of the world's leading industrial powers. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues, from the emergence of imperialism to the Cold War and Vietnam, will be considered. *Solomon.*

His. 154-2 The Great Depression 4 sem. hrs.

Prereq.: His. 140 and 141 or consent of the instructor.

An examination of the intellectual and social movements of the 1930s. The politics of the New Deal, along with literary and intellectual currents, will be considered. Films, records, and eyewitness accounts of the Depression will be utilized. *Solomon.*

His. 155-1 Social Forces in American History 4 sem. hrs.

Throughout the nation's history, protest movements have attempted to alter or transform the society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. The activities of the labor movement, the women's rights movement, and movements of political dissent will be examined in interaction with the wielders of political and social power. *Solomon.*

His. 157-1 Women in American History: 1600-1900 4 sem. hrs.

This course explores women's lives from colonial times to 1900. We will use women's writings and other documents, such as sermons, oral histories, and films, to evaluate the ways that women interpreted the roles they were expected to play. We will study the lives of black, native American, immigrant, working, and middle-class women, noting class and ethnic differences and also those women's issues that transcend race and class. Finally, we will analyze women's protest and dissent movements during these years. *Crumpacker.*

[His. 159-1 The Afro-American Experience from Colonial Times to the 1960s 4 sem. hrs. Not offered in 1982-83.]

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the Afro-American experience. This course approaches black history as an inseparable aspect of United States history. Through the study of original materials, significant historical writings, films, and literary works, the course surveys Afro-American history from colonial times to the 1960s, with special attention to slavery, the revolutionary period, the Civil War, Reconstruction, the urban epoch, the two world wars, the Harlem renaissance, and the Depression and postwar movements from civil rights to black power. *Solomon.*

[His. 160-2 American History Through Novels and Film 4 sem. hrs. Not offered in 1982-83.]

As American society evolved into the most successful commercial-industrial civilization hitherto known, American culture in both its "high" and "low" forms often revealed tensions and conflicts within the national experience: the longing to preserve a republican past as industrialism and urbanism advanced; individual acquisitiveness versus transcendence, community versus individualism, and puritanism versus spontaneity; and tensions wrought by war, racism, and labor conflict. Such nontraditional source materials as novels, plays, and films, as well as historical writings, will be used to explore these conflicts. *Solomon.*

His. 164-2 20th-Century American Women 4 sem. hrs.

An examination of the work and lives of women in 20th-century America, with special emphasis on the dichotomy between cultural images of women and their responses to societal expectations. Analysis of the effect on women's lives of the 1920s revolution in manners and morals, the Depression, the two world wars, the feminine mystique of the 1950s, and the resurgence of feminism in the 1960s and 1970s. Sources will include oral histories, novels, popular literature, film, and other media. *Crumpacker.*

[His. 243-2 The Puritans: Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: His 115 or consent of the instructor.

An analysis of the varying historical responses to Puritanism, ranging from the warmly approving to debunking, as presented by writers from the 19th century to the present. A major research paper will be required of each student. *Halko.*

His. 247-1 Du Bois: Seminar 4 sem. hrs.

Prereq.: His. 152 and 159 or consent of the instructor.

An intensive study of the life and writings of W.E.B. Du Bois and the impact of his work upon the main currents of black thought and movement in the 20th century. Readings will be drawn from rapidly expanding published literature. *Solomon.*

[His. 248-2 The Recent Past in America: 1945 to the Present: Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor.

An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the bomb, McCarthyism, and the estrangement and dissent of the 1960s will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take an oral final examination. *Solomon.*

[His. 265-2 History of Feminist Thought: Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: consent of the instructor.

Beginning with European and British origins, this course examines the development of women's reform movements, revolutionary ideologies, and civil rights struggles. Discussion of social and economic sources of women's oppression, responses of feminist leaders from Mary Wollstonecraft to Betty Friedan, and winning and losing strategies of protest. Special attention to the 20th-century women's movement. *Crumpacker.*

Africa

His. 177-2 African Roots of American History 4 sem. hrs.

This course will examine the historical and cultural background of African peoples involuntarily relocated in the Americas. Interdisciplinary in approach and method, the course will survey African history from early times to the period of enslavement. Students will concentrate on the religious, political, and cultural structure in several parts of Africa, leading to a comparative appreciation of the specific settings from which Afro-Americans were taken. The course will lay a base for an accurate understanding of Africans in America by systematically exploring their experiences before forced migration. *Members of the Department.*

Special Topics in History

The Special Topics in History courses are designed to survey specified geographical areas and topics not normally covered by the Department of History. Areas and topics will be regularly rotated, with the objective of providing more diverse coverage of regional and national histories. The courses for 1982-83 will explore the Middle East and India. There are no prerequisites for these courses, and prior knowledge is not assumed.

[His. 178-1 The Rise of Modern China 4 sem. hrs. Not offered in 1982-83.]

Included in the course will be a brief review of traditional Chinese civilization before the 19th century, the impact of foreign spheres of influence on China in the 19th century, the struggle to transform China from a fragmented, feudal society to a modern nation, the post-World War II revolution, and the emergence of the People's Republic of China. The course will touch upon social, political, economic, and intellectual themes in modern Chinese life. *Members of the Department.*

[His. 179-2 Topics in Latin American History: Central America and the Caribbean 4 sem. hrs. Not offered in 1982-83.]

The course will survey the development of the region's economic and social life from 1492 to the present, and will concentrate on contemporary forces, such as the economy, politics, and social relations. Special emphasis will be given to the impact of the United States on the region and to present-day economic relations, power structures, and social changes. *Members of the Department.*

His. 180-1 The Middle East in the Modern World 4 sem. hrs.

This course will survey the political, cultural, religious, and economic roots of the Middle East. It will concentrate on post-World War I regional developments: the emergence of states carved by the victors in World War I, the rise of Arab nationalism, the centrality of oil in imperial rivalries, the Palestinian issue as a regional and global problem, the birth of Israel and the Arab-Israeli conflict, intraregional developments (especially the impact of contemporary Islamic and national liberation movements), and the role of the United States in the region. *Members of the Department.*

His. 181-2 India: Classical and Modern 4 sem. hrs.

This course will explore the richness and depth of Indian culture, religion, and philosophy. It will also trace India's economic and political development through British colonial rule to independence in the post-World War II years, to the India-Pakistan partition, to the development of the Indian political system, to India's role as leader of the modern nonaligned movement, and, finally, to the emergence of India as a nuclear power. Special attention will be given to the Gandhian traditions of nonviolence and to India's contemporary foreign policy. The course will also touch upon other nations on the Asian subcontinent: Malaysia, Sri Lanka, etc. *Members of the Department.*

His. 250-1, 2 Independent Study 4 sem. hrs. *Members of the Department.*

His. 255-2 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: His. 250 and 296 or 298 and consent of the Department. Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *N.B.* Honors candidates are required to register in His. 250, Independent Study, in the first semester of their senior year. Upon satisfactory completion of that course, candidates are then required to register in His. 255. *Members of the Department.*

His. 260-1, 2 Individual Study 4 or 8 sem. hrs. *Members of the Department.*

Interdepartmental Courses

Edu. 374-1 Curriculum and Methods in Teaching of Social Studies and History at the High School or Middle School Level 4 sem. hrs.

See page 34 for description. Administered jointly by the departments of Education and History. *K. Lyman.*

Afro-Amer. St. 110, 111 Introduction to Afro-American Studies 4 sem. hrs. each semester.

See page 83 for description. *Members of the faculty.*

Amer. St. 185-1 Part I: The Individual and the Community, 1620-1840 4 sem. hrs.

See page 85 for description. *Crumpacker.*

Faculty

Mark I. Solomon, Ph.D. *Professor of History and Chairman of the Department of History*

Henry J. Halko, Ph.D. *Professor of History*

John Cleary Hunter, Ph.D. *Professor of History*

Richard Bardwell Lyman, Jr., Ph.D. *Professor of History*

Laurie Taylor Crumpacker, Ph.D. *Assistant Professor of History*

Ruth O. Hirsch, A.B. *Secretary for the departments of History and Sociology and the Women's Studies Program*

Department of Management

The curriculum in the Department of Management has been developed as an educationally broadening experience with both structure and flexibility. This concept assures students basic preparation for a career in management, and at the same time, allows for their individual preferences for professional advancement. The relationship between theory and practice provides the opportunity for challenge and creativity in a career in management.

The purpose of the Department of Management is to provide an understanding of the principles of management that provide career preparation in all areas where there is a management component. This includes profit and nonprofit organizations as well as the public and private sectors.

The Department of Management offers concentrations in management, finance, and international management. Within the management concentration, the student may specialize in accounting, marketing, operations management, or personnel administration; or the student may choose to pursue a more general course of study and explore the various areas of management.

Among those professional areas that might use management as a base are accounting, advertising, company publications and public relations, hospital and health services, international business, law, management of minority enterprises, marketing, office management, retailing, small business management, and finance.

The Department believes that students must work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are assigned advisers by applying to the Department. Students are advised to declare management as a concentration in their sophomore year so that a Departmental adviser may be assigned.

Concentration in Management

The management concentrator is required to complete satisfactorily 12 courses in the Management Department curriculum, in addition to prerequisite courses in economics and mathematics. Nine of the management courses are required courses, and the other three are to be chosen from the upper-level management Department courses.

Prerequisites. The prerequisites for a concentration in management are as follows:

- Eco. 101 Principles of Economics: Macroeconomics
- Eco. 102 Principles of Economics: Microeconomics
- Mth. 189 Mathematics of Decision Making, or a mathematics course, or a sequence of courses, approved by the Chairman of the Management Department.

The core courses are designed to provide the student with broad exposure to the basic theoretical and applied areas of management. The following courses comprise the required core for management concentrators:

- Mgt. 120 Financial Accounting
- Mgt. 125 Managerial Accounting
- Mgt. 127 Dynamics of Management
- Mgt. 134 Communications in Management
- Mgt. 150 Marketing
- Mgt. 159 Managerial Finance

Completion of these courses will prepare the student to choose a specific area of management in which to specialize.

The student will complete at least 12 semester hours of courses in a specific area of management or general areas of management, which are to be chosen from the Management Department course offerings in consultation with her Department adviser. If the student chooses to specialize, she may select from such areas as the following:

- Accounting
- Marketing
- Operations management
- Organizational management
- Personnel management

During her senior year, a student is required to complete Mgt. 290, Advanced Management Seminar. This course is the capstone of the management concentration, and it provides the student with the challenge of integrating her knowledge of all fields of management. In order to provide the management concentrator with practical experience, she is required to take either Mgt. 270, Internship, or Mgt. 250, Independent Study. These courses expose her to actual organizations and their problems, and permit the student, under the guidance of a faculty member, to tentatively test her understanding of the process of management as she observes it in practice.

Concentration in Finance

We live in a money economy. To live most effectively we must be aware of the interrelationships of the various components that comprise our economic society.

This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance, the functions of financial institutions and money markets, the dynamics of financial administration, and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, and also of those who wish to become employed upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and nonbusiness organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by student and adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible, yet clearly focused, direction.

Prerequisites. Eco. 101, 102, Principles of Economics, and Mth. 189, Mathematics of Decision Making, or another mathematics course or sequence of courses approved by the Chairman of the Management Department.

Requirements

Mgt. 120 Financial Accounting
Mgt. 125 Managerial Accounting
Mgt. 154 Monetary Management
Mgt. 158 Stock Market Investments
Mgt. 159 Managerial Finance
Eco. 131 Money and Banking

Select two of the following courses:

Mgt. 135 Management Information Systems
Mgt. 143 Cost Accounting Analysis
Mgt. 149 Operations Management
Eco. 142 Managerial Economics
Eco. 181 International Economics
Mth. 108 Introductory Statistics
Mth. 179 Statistics in Research

The senior integrative seminar requirement will be satisfied by taking Mgt. 290, Advanced Management Seminar, and either independent study or internship.

Concentration in International Management

American companies have subsidiaries in foreign countries; foreign companies have offices in this country. This situation has led to an increased demand for persons in management with strong language backgrounds. The export-import business and the location of government bureaus in foreign countries provide opportunities for persons with a combination of language and management competencies.

There are opportunities for persons with such competencies who wish placement either in the United States or abroad. The increased sophistication of international business and the opening of more opportunities for women in management have combined to make the field particularly attractive to women with a strong career motivation.

Requirements. The student concentrating in international management pursues a course of study designed to provide her with a substantive background in management and a foreign language. She will design her program from a list of approved courses that may be obtained from the Chairman of the Management or Foreign Language and Literature departments. The program is balanced in such a way as to develop basic management competencies and familiarize the student with key topics and complexities of international management.

The student will complete 16 semester hours of advanced foreign language courses above the 210 level. The foreign language component in international management is intended to provide the student with the ability to function successfully in the four basic skills of language: reading, writing, aural comprehension, and speaking. A student's program in language will depend upon her fluency and particular interests. Cultural background, historical perspective, and understanding of area studies, as well as practice in the foreign language, can be acquired through the study of certain advanced-level courses.

Other Interdepartmental Concentration

For information about the mathematics-management concentration, see page 62.

Nonconcentrators. College women are expected to be leaders in whatever career they choose; therefore, the knowledge of management principles is essential for every college-educated woman. The Department curriculum has been planned so that a nonconcentrator can choose the six core courses (Financial Accounting, Managerial Accounting, Dynamics of Management, Business and Its Environment, Communications in Management, and Marketing) and whatever other management offerings fit into her career objectives. These courses can satisfy the depth requirement of the College.

Management of Minority Enterprises. The Department of Management is concerned with minority groups achieving their goals in business and community leadership. The Department has thus incorporated into existing courses some cases concerning minority institutions. A special course, Mgt. 126, The Black Community and Organizational Design, has been developed. A person interested in minority enterprises should consider combining Afro-American studies with a concentration in management.

Graduate Programs

For information about the Graduate School of Management, see page 98.

Courses

Mgt. 120-1, 2 Financial Accounting 4 sem. hrs.

Prereq.: sophomore standing.

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. Special attention to financial statements and their interrelationships. Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Parente, Mackey.*

Mgt. 125-1, 2 Managerial Accounting 4 sem. hrs.

Prereq.: Mgt. 120.

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity to compare, create, and discover effectual means of solving managerial and accounting-based problems. *Parente, Mackey.*

Mgt. 126-2 The Black Community and Organizational Design 4 sem. hrs.

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group, giving consideration to the implication of adopting similar or different management styles. Review of present community institutions, with a chance to redesign or to create entirely new organizational structures. *Members of the Department.*

Mgt. 127-1, 2 Dynamics of Management 4 sem. hrs.

An introduction to the various functions, processes, and activities of management. Emphasis on the development and functioning of organizations and the role of management in making organizations effective and efficient. Strong emphasis on developing competence as a decision maker through case analysis, discussions, and exercises. It is recommended that Eco. 102 be taken before Mgt. 127. *Moore.*

Mgt. 128-1, 2 Business and Its Environment 4 sem. hrs.

The examination of business actions and their impact on the contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external (political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. It is recommended that Eco. 101 be taken before Mgt. 128. *Onie.*

Mgt. 130-1 Intermediate Accounting I 4 sem. hrs.

Prereq.: Mgt. 125.

Accounting theory is emphasized throughout to modify the rigor of accounting material to ease the transition upward from the financial and managerial accounting courses. In-depth coverage of such areas as theoretical foundation of accounting and reporting, inventory flow and matching procedures, liability and income-tax measurements, operational assets, and increased application of future- and present-value concepts in the valuation process. *Mackey.*

Mgt. 134-1, 2 Communications in Management 4 sem. hrs.

Prereq.: College English requirement.

This course covers the theoretical and practical application of communication systems and principles. Attention is given to communication channels, models, and processes. Oral and written expression is studied to accomplish the organizational and interpersonal objectives necessary for success in working with and influencing other persons. Principles are developed through use of cases involving writing business letters, reports, and memoranda; and conducting conferences, interviews, platform presentations, and other forms of oral communications. *Miree.*

Mgt. 135-1 Management of Information Systems 4 sem. hrs.

Prereq.: Mgt. 127, Chm. 101.

Concepts of computer science and its significance to management decision making. Capabilities of computers as aids in forecasting, problem solving, and decision making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations. *Clavadscher.*

Mgt. 136-2 Intermediate Accounting II 4 sem. hrs.

Prereq.: Mgt. 130.

Reflects the important advances that have taken place in accounting theory and practice. Particular emphasis is placed on the changing nature of contemporary principles and practices, and the analysis for recording purposes of the increasingly complex transactions that arise as a result of the economic environment. A thorough preparation for advanced courses, making use of all the recent pronouncements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, Securities and Exchange Commission, and Accounting Principles Board as they relate to contraction and expansion of corporate capital, investments in equity securities, statements of changes in financial position, financial analyses, and price-level and fair-value accounting. *Mackey.*

Mgt. 137-2 Behavioral Implications for Women in Management 4 sem. hrs.

Prereq.: Mgt. 127 or 128 or consent of the instructor.

Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis is placed on the psychological, sociological, anthropological, and political difficulties that arise in organizational relationships. Strategies for dealing with these problems are discussed. Some of the topics covered in the course are life/career planning, assertiveness training, androgyny, and dual-career families. Lectures, group discussion, case studies, and experiential learning. *Moore.*

Mgt. 138-1, 2 The Law and Society 4 sem. hrs.

A study of the underlying legal principles governing business conduct and their impact on business policy. Consumer law and its relationships to the manufacturer and consumer. An in-depth analysis of the court system. Particular attention to torts, criminal law, guaranties, warranties, contracts, and administrative and environmental law. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 139-2 The Manager and the Law 4 sem. hrs.

Prereq.: declared concentration in management.

This law course explores employer-employee and principal-agent relationships, real and personal property, leases, insurance, sales, bankruptcy, legal substitutes for money, incorporation and partnership, government regulations, and labor law. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 141-1 Personal Law for the Manager 4 sem. hrs.

Prereq.: declared concentration in management.

The purpose of this course is to familiarize prospective managers with the broad legal concepts and laws that govern relationships between themselves and consumers, investors, employees, students, etc. Additionally, the content of the course will be directed toward an examination of the rights of family members, victims of civil and criminal wrongs, home owners, and entrepreneurs. Guest lecturers, cases, and field trip. *Warren.*

[Mgt. 143-2 Cost Accounting Analysis 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mgt. 120, 125.

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, and overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Mackey.*

Mgt. 144-2 Taxation 4 sem. hrs.

Prereq.: Mgt. 120, 125.

Strong emphasis on individual income-tax preparation, together with some explanation of partnership and corporation income-tax procedures. Cohesive coverage of the most important code provisions and how they can be used for tax planning and minimization. *Mackey.*

Mgt. 145-2 Advanced Accounting 4 sem. hrs.

Prereq.: Mgt. 136.

Focuses on relevant, new problems of significance to the future public or managerial accountant. Many topics, such as consolidated financial statements, are specialized in nature. While not overlooking the practical aspects, the course has a balanced blend of the conceptual and procedural aspects of advanced accounting theory. Attention is given to the latest pronouncements of professional organizations on such current issues as business combinations, financial forecasts, multinational companies, installment sales, direct valuation, and institutional and social accounting. *Mackey.*

Mgt. 146-1 Auditing 4 sem. hrs.

Prereq.: Mgt. 136, Mth. 189 or equivalent.

A comprehensive study of the concepts, standards, methodology, and scope of evaluation in the fair presentation of financial data. Auditing theory is emphasized through the case analysis method. Also included are the professional responsibilities related to professional ethics and legal liabilities of the auditor. *Mackey.*

Mgt. 147-1 Organizational Behavior 4 sem. hrs.

Prereq.: Mgt. 127 or consent of the instructor.

Focuses on understanding human behavior in organizations. Emphasis on individual and small group behavior as it relates to problem solving and decision making in organizations. Behavioral and analytical competencies taught through lectures, group discussions, readings, and exercises. *Moore.*

Mgt. 149-2 Production Management 4 sem. hrs.

Prereq.: Mgt. 125, 127, and Mth. 189 or equivalent.

An operating course that stresses the planning, supervision, control, and execution of the activities involved in the manufacture of goods and services. The course will include such topics as the measurement and simplification of work; the work capabilities and the interrelationships of people and machines; the nature of different types of manufacturing technologies; from machining and processing to assembly; the planning and scheduling of output; and the management of inventories. Cases, lectures, and field trips. *Members of the Department.*

Mgt. 150-1, 2 Marketing 4 sem. hrs.

Prereq.: Mgt. 120, 127, Eco. 101, 102, and Mth. 189 or equivalent.

An introduction to the concepts of marketing management: philosophy, strategy, and planning. The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and marketer in American business. *Pfaff.*

[Mgt. 151-1 Issues in Consumer Protection 4 sem. hrs.
Not offered in 1982-83.]

Considers the origin and growth of the consumer protection movement, the role and effect of regulatory agencies, and the sources of conflict between consumer concerns and the commonly perceived needs of the free market system. Specifically examines advertising as related to consumer protection, problems of special consumer groups, and mechanisms available for consumer redress. Guest speakers. *Bevacqua.*

Mgt. 152-2 Advertising Policies and Methods 4 sem. hrs.

Prereq.: Mgt. 150.

Advertising is studied as a marketing tool. Topics include the functioning of advertising: when and for what kinds of products advertising is used; the advertising campaign; the evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course. *Members of the Department.*

Mgt. 153-1 Consumer Behavior 4 sem. hrs.

Prereq.: Mgt. 150.

A behavioral approach to marketing and consumer. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation, and personality; attitudes and attitude change; group memberships and influences; social class and lifestyle; and impact of culture. Lectures, cases, and field trips. *Members of the Department.*

Mgt. 154-1 Monetary Management 4 sem. hrs.

Prereq.: Mgt. 120, Mth. 189 or equivalent.

Theories and applications of investment alternatives, such as real estate, mutual funds, insurance, and estate planning. Risks, estimation of expected returns, and the multidimensions of money management. Models of programs designed by students to meet goals based on individual characteristics and capabilities. *Boisjoly.*

Mgt. 156-1 Personnel Administration 4 sem. hrs.

Prereq.: Mgt. 127, 128.

Dynamics of personnel management, including such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, equal employment opportunities, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of cases, role playing, and guest lectures. *Warren.*

Mgt. 157-2 Labor Relations 4 sem. hrs.

Prereq.: Mgt. 156.

Concentration primarily on the difficulties that arise in the administration of the collective-bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective-bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas will be examined through the use of cases, role playing, guest lecturers, and field trips. *Warren.*

Mgt. 158-2 Stock Market Investments 4 sem. hrs.

Prereq.: Mgt. 120, Mth. 189 or equivalent.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Parente.*

Mgt. 159-1, 2 Managerial Finance 4 sem. hrs.

Prereq.: Mgt. 120, 125, and Mth. 189 or equivalent.

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results. *Boisjoly.*

Mgt. 160-2 International Management 4 sem. hrs.

Prereq.: Mgt. 120, 127.

The field of international business is studied from macro and micro perspectives. Elements of the international business environment, such as the international monetary system and cultural, behavioral, and legal/political constraints are examined. The challenges that host governments and multinational organizations present to multinational firms are investigated. Multinational corporate finance, production, personnel, and organizational strategies are examined. *Pfaff.*

Mgt. 161-1 International Marketing 4 sem. hrs.

Prereq.: Mgt. 150.

A study of marketing from a multinational viewpoint as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to an international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of the country of her choice. *Members of the Department.*

Mgt. 163-2 Marketing Research 4 sem. hrs.

Prereq.: Mgt. 150, Mth. 189 or equivalent.

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and how the special techniques used in research procedures apply to marketing, advertising and sales, questionnaire design, product design, and survey techniques. Lectures, cases, field trips, and a project. *Clavadetscher.*

Mgt. 164-1 Sales/Sales Management 4 sem. hrs.

This course will help the student to develop an understanding of the functional areas of professional selling and sales management. Some of the topics to be covered include organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. *Members of the Department.*

Mgt. 183S International Management Seminar 4 sem. hrs.

Prereq.: Mgt. 120, 127.

This summer seminar provides an opportunity for the student to study international management topics while traveling abroad. She will participate in discussions and seminars with industrial and public sector executives from a variety of countries. Each travel seminar will focus on key business issues affecting commerce in a given geographical region. *Pfaff.*

Mgt. 250-1, 2 Independent Study 4 sem. hrs.

A student may do independent study under the supervision of a member of the Department. Subject, form of report, etc., will be arranged with the supervising faculty member.

Mgt. 270-1, 2 Internship 8 sem. hrs.

Prereq.: senior standing and declared concentration in management, finance, or international management, or consent of the Chairman.

A one-semester internship program providing field experience for students preparing for careers in management or finance. The experience may be in one of many different types of organizations: governmental, social service, or profit making. The assignment, closely related to the student's needs and professional goals, will be planned with the instructor. The student will spend approximately 20 hours a week on field work and may take two courses at Simmons concurrently. Applications for internships must be filed before March 1 for the fall semester and before October 15 for the spring semester. *Bevacqua.*

Mgt. 290-1, 2 Advanced Management Seminar 4 sem. hrs.

Prereq.: completion of the core for the management or finance concentration or consent of the instructor. Senior standing.

Senior integrative seminar using case approach. Cases, presented by business professionals, are built upon actual situations in diverse types of organizations. Cases are selected to cover many management areas and require knowledge of the analytical, behavioral, and conceptual areas of management. Free interchange of ideas between students and business professionals. *Clavadetscher.*

Special Programs in Management**NABW/Simmons Baccalaureate Degree Program**

The NABW/Simmons Baccalaureate Degree Program in Management is planned for the woman, fully employed in the financial community, who is unable to participate in a full-time undergraduate program. Cosponsored by the National Association of Bank Women, it is a unique program designed especially for women in management.

Basic management theory and organizational courses, paying particular attention to the woman in today's banking organization, are incorporated into a series of two-week, in-residence Management Institutes (over a three-year period). Regular liberal arts and elective courses may be taken elsewhere; credit for them can be transferred to Simmons. Thus, non-local students may earn the B.S. degree from Simmons, while continuing to develop their banking careers in their respective working environments.

Other unusual aspects of this degree program include: 1. an individually assisted admission process, 2. a system of accrediting prior learning, and 3. an advising program that enables women to design an individualized program of study with assistance from a faculty adviser.

Post-Baccalaureate Program Leading to a Diploma

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. The Department's program permits concentrated study in management, retailing, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. Each student's program is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied.

The program's flexibility permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in international management, accounting, or finance may select, in consultation with the Chairman, specialized courses in these fields.

Faculty

John F. Pfaff, Ph.D. Associate Professor of Management and Chairman of the Department of Management

Leo John Parente, Ph.D. Professor of Accounting and Finance

Russell P. Boisjoly, D.B.A. Associate Professor of Finance

Carl J. Clavadetscher, Ph.D. Associate Professor of Management

Bruce W. Warren, M.B.A., J.D. Associate Professor of Management

Mary K. Barr, M.B.A. Assistant Professor of Management

Marlyn Mackey, M.A., M.B.A. Assistant Professor of Management

Lucia F. Miree, Ph.D. Assistant Professor of Management

Lynda L. Moore, M.Ed. Assistant Professor of Management

Laurence M. Onie, M.S.W., M.P.A. Assistant Professor of Management

Lyla Collins Secretary for the Department of Management

Associates, 1982-83

David L. Barret *Associate in Management*

Area Coordinator and Political Lobbyist, Teamsters Joint Council, New England

Robert Baker *Associate in Management*

Vice President, Cabot Harold & Co., Inc., Boston

Robert Browning, B.A. *Associate in Management*

Mediator, Massachusetts Board of Conciliation and Arbitration

Victor Fanikos, J.D. *Counsel*

Massachusetts Division of Insurance

Matthew Ferraro, J.D. *Associate in Management*

Attorney and Senior Partner, Ferraro & Walsh, Cambridge

Thomas Gaffney, B.A. *Associate in Finance*

Registered Representative, Lehman Brothers, Boston

Robert Giroux *Associate in Management*

Vice President, Employee Relations, Nixdorf Computer Company

J. Gregory Griffin, J.D. *Associate in Management*

Attorney, Ferraro & Walsh, Cambridge

N. Sanford Hewey, J.D. *Associate in Management*

Attorney, Ferraro & Walsh, Cambridge

Leonard Henson, J.D. *Associate in Management*

Chief, Organized Crime Division, Suffolk County District

Howard A. Levine, B.S. *Associate in Management*

Vice President, Robsham Industries, Inc.

Virginia MacLean *Associate in Management*

Personnel Manager, Hub Mail Advertising, Boston

George L. Mason III, C.L.U. *Associate in Finance*

Second Vice President, New England Life Insurance Company

Doris Pote, J.S. *Associate in Management*

Department of Public Utilities

Barcy H. Proctor, B.S. *Associate in Management*

Vice President, Personnel Administration, Providence-Washington Insurance Company

Stephen Shapiro, M.B.A. *Associate in Management*

World Marketing Coordinator, International Division, Gillette Co., Inc.

Evangeline K. Stanley *Associate in Management*

Manager, Personnel Operations, John Hancock Mutual Life Insurance Company

Correy Surret, J.D. *Associate in Management*

Area Director, U.S. Department of Labor

Joseph Tansey, B.A. *Associate in Finance*

Assistant Vice President, First National Bank of Boston

William H. Walsh, J.D. *Associate in Management*

Attorney and Senior Partner, Ferraro & Walsh, Cambridge

Mary Welch, B.A. *Associate in Finance*

Account Executive, Merrill Lynch

William Willier, J.D. *Associate in Management*

Professor of Law, Boston College School of Law

Gilbert Wolpe, M.B.A. *Associate in Management*

Credit Protection Specialist, Federal Reserve Bank of Boston

The Prince Program in Retail Management

The Prince Program in Retail Management, begun in 1905 by Lucinda Prince, is unusual in its approach to retailing education in that it prepares a student for a professional career across the spectrum of retailing organizations.

The curriculum presents an integrated approach to retailing, combining merchandising and store management, thereby affording graduates access to a wide range of positions.

Through the required management and economics courses, students also become familiar with basic business principles and are readied for employment in the broad field of general management.

Following the introductory course, RM 120, Exploring the Retail Environment, students choosing the retailing specialization are expected to complete the entire program, including the full semester internship in the senior year. All students enrolling in the Prince program are encouraged to have a broad liberal arts background and must complete Eco. 101 and 102, Principles of Economics, as basic preparation for the program.

Program

Retailing Core

- RM 120 Exploring the Retail Environment
- RM 130 Quantitative Data as Tools for Retail Decisions
- RM 160 Retail Sales Management
- RM 270 Internship
- RM 290 Seminar in Retail Management

Management Core

- Mgt. 120 Financial Accounting
- Mgt. 125 Managerial Accounting
- Mgt. 127 Dynamics of Management
- Mgt. 128 Business and Its Environment
- Mgt. 134 Communications in Management
- Mgt. 150 Marketing

Suggested Electives

- RM 125 Principles of Operational Retail Strategies
- RM 150 Retailing Abroad
- RM 170 Dynamics of Fashion
- Mgt. 152 Advertising Policies and Methods
- Mgt. 156 Personnel Administration
- Mth. 189 Mathematics of Decision Making

Courses

RM 120-1 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organization. Application of management concepts and theories and behavioral and organizational theory to key reference groups in retailing: consumers, sales forces, buyer, vendors, managers, and service units. Exploration of career patterns and relevant educational and organizational preparation for management careers in retailing. *Rusbar.*

RM 125-2 Principles of Operational Retail Strategies 4 sem. hrs.

Prereq.: RM 120.

This course is designed to provide students with an overview of competitive theories and designs applied to areas other than merchandise investment. Topics to be discussed include sales promotion systems, floor layout and traffic flow analysis, and display principles. *Rusbar.*

RM 130-2 Quantitative Data as Tools for Retail Decisions 4 sem. hrs.

Prereq.: RM 120 and junior standing.

The quantitative knowledge, skills, and tools needed to manage a retail business. This course integrates retail buying and retail merchandising into a single comprehensive unit, directing attention to the relationship of these areas to the retailing organization and to the development of techniques required to solve related problems. *Shuch.*

RM 150 Retailing Abroad 4 sem. hrs.

Conducted overseas during winter recess. Mgt. 128 waived for those who take RM 150.

Prereq.: consent of the instructor.

The methods and techniques employed by retailers in other countries are introduced and compared with those used in the United States. Visits with prominent business people will be coupled with independent study to maximize the time spent in each city. *Shuch.*

RM 160-2 Retail Sales Management 4 sem. hrs.

Prereq.: RM 120 and junior standing.

A managerial approach to an analysis and a philosophy of retail selling. This course will examine point-of-sale customer motivation and the principles and methods used by management to hire, train, and evaluate their personnel to maximize profits while providing for a high degree of consumer and employee satisfaction. The educational process will involve using all phases of the MOHR training materials currently offered to executives by many leading retail organizations. *Rusbar.*

RM 170 Dynamics of Fashion 4 or 8 sem. hrs.

This course will be offered as four 2-semester-hour units, each of which will consume half a semester. Students who select this course as an elective must complete any combination of two modules to receive course credit.

Module A-1 Fashion Fundamentals

Fashion Fundamentals will explore past and current fashion trends in color, line, costume, fabric, wardrobe accessories, and home furnishings. The cyclical nature of fashion and the possibility for predicting change in the field are emphasized. *Members of the Department.*

Module B-1 Fabrics in Fashion

Fabrics in Fashion will analyze the reasons for using major and some of the minor fabrics in clothing and in the home. Taking the fashion buyer's viewpoint, the course will examine the features of fabrics that make them suitable for each use and the benefits that customers may reasonably expect to derive. *Members of the Department.*

Module C-2 Accessories in Fashion

Accessories in Fashion will examine the predominant accessories used for costume adornment. The influence of current events and history in the design and popularity of this merchandise will be emphasized, with attention directed to quality and construction features. *Rusbar.*

Module D-2 Home Furnishings in Fashion

Home Furnishings in Fashion will have as its focus an analysis of merchandise purchased for the home. The student will be expected to recognize the professional buyers' standards regarding construction, quality, and selling features that generate customer satisfaction. *Rusbar.*

RM 250-1, 2 Independent Study 4 or 8 sem. hrs.

Members of the Department.

RM 260-1, 2 Individual Study Credit to be arranged.

Members of the Department.

RM 270-1 Internship 16 sem. hrs.

Prereq.: RM 120, 130, and 160; senior standing; permission of the Program Director.

A one-semester course providing off-campus, full-time field experiences for students preparing for careers in retailing. The training may be in one of many different retail firms or in organizations related to or servicing retailers. Positions are available in Boston, New York, Chicago and San Francisco. *Shuch.*

RM 290-2 Seminar in Retail Management 4 sem. hrs.

Prereq.: RM 270 or consent of the Director; senior standing.

This course will focus on contemporary problems affecting the field of retailing. An integrative approach will be used by the student to analyze cases presented either by business people or as written studies typifying actual situations. *Shuch.*

Faculty

Milton L. Shuch, Ph.D. Professor of Retailing and Director of the Prince Program of Retailing

Norma M. Rusbar, B.A. Assistant Professor of Retailing

Advisory Committee, 1982-83

Angel Algeri

President, Private Labels, Inc.

Gilda Block

Vice President and Sales Promotion Director, May Merchandising Corporation

Virginia Caillouette

Vice President for Employee Relations, Macy's

William Chouinard

Executive Vice President, Greater Boston Chamber of Commerce

Grace Eastler

Vice President (retired), Gilchrist's

Karen Gillespie

Adjunct Professor in Business Education, New York University

Carol Goldberg

Senior Vice President, The Stop & Shop Companies, Inc.

Betty Emhoff Green

President, Women's Market Merchandising Corp, Hart Schaffner & Marx

William Holmes

President, Simmons College

Karl Margolis

Chairman of the Board, Lerner

Merwin Kaminstein

Chairman of the Board, Filene's

William Phipps

Executive Secretary, Retail Trade Board

Walter Salmon

Professor, Harvard Business School

Maurice Segall

President, Zayre Corporation

Richard Shapiro

President, Apparel Division, W.R. Grace Company

Lorraine Shaw

Vice President and Divisional Merchandise Manager, I. Magnin,
San Francisco

Milton Shuch

Director, Prince Retailing Program, Simmons College

Elliot Stone

President and Chief Executive Officer, Jordan Marsh

Nancy Talbot

Executive Vice President, The Talbots

Department of Mathematics

The increasing complexity and quantification of our society have made mathematics important to people trying to solve problems in such diverse fields as sociology, economics, physics, psychology, and biology. In addition, mathematics continues to appeal to many as an intellectual discipline, art form, or game.

The concentration in mathematics is designed to provide a strong background in, as well as to expose students to, the major areas of mathematics. By a student's choice of electives, she may prepare herself for graduate school or for a career in teaching, statistics, business or scientific programming, or operations research.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Interdepartmental concentrations exist with the Biology, Chemistry, Economics, Education, Management, Nursing, Psychology, and Physics departments. Other fields may also be combined fruitfully with mathematics. Students interested in joint concentrations should consult with the chairmen of the departments involved.

Concentrations in Mathematics

Requirements. Mth. 110, 111, 120, 121, 124, and 125 (all normally completed by the end of the sophomore year); Mth. 130; 12 more semester hours from mathematics courses numbered in the 130's and 140's; and Mth. 176. (Mth. 176 may be taken as early as the freshman year.) In addition, at least four semester hours of independent study must be completed in the Mathematics Department. The choice and timing of electives must be approved by the student's adviser. With the approval of the Chairman, a mathematics course numbered 250, 260, or 290 may be used as one of the three elective courses. There is an honors program in mathematics.

Independent Study. Mth. 143, 146, 177, and 290 require a large degree of independent work and may be used to fulfill the independent study requirement, as may Mth. 250.

Dual Majors. In addition to the concentration in mathematics, the Department offers dual concentrations with biology, chemistry, economics, finance, management, nursing, physics, psychology, and secondary school education. Interested students should consult a member of the Department of Mathematics.

Double-Degree Programs in Engineering. For information about the College's two double-degree programs in engineering, please see page 89.

Applied Computer Science. Students interested in this concentration should consult page 85 of this catalog.

Courses

Mth. 101-1, 2 Introduction to Mathematics: Level I 4 sem. hrs.
Prereq.: recommendation of the Department.

Review of arithmetic, including percents, proportion, and geometric formulae. Equations, polynomials, rational expressions, and problem solving.

Mth. 102-1 Introduction to Mathematics: Level II 4 sem. hrs.
Prereq.: recommendation of the Department.

Review of topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem solving.

Please note: *The computational competency requirement (required of students entering Simmons in September 1982 and thereafter) may be fulfilled by the satisfactory completion of either Mth. 101 or 102. However, since there is considerable overlap in Mth. 101 and 102, no student may receive credit for both courses. Placement into Mth. 101 or 102 will be determined by the Department through the Mathematics Placement Exam.*

Mth. 104-1, 2 Finite Mathematics 4 sem. hrs.

Prereq.: high school algebra.

The language of mathematics: set theory, logic, and functions. Topics from vectors, matrices, combinatorics, and graph theory. Does not fulfill requirements of the mathematics concentration. *Members of the Department.*

Mth. 108-1, 2 Introductory Statistics 4 sem. hrs.

Prereq.: high school algebra.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; nonparametric tests; linear regression and correlation. Does not count toward Departmental credit. *Members of the Department.*

Mth. 110-1 Calculus I 4 sem. hrs.

Prereq.: trigonometry and coordinate geometry or consent of the instructor.

Analytic geometry, functions, limits and continuity, and differential calculus. Applications to extrema, physical problems, etc. *Members of the Department.*

Mth. 111-2 Calculus II 4 sem. hrs.

Prereq.: Mth. 110 or equivalent.

Integral calculus and applications to area, volume, etc. Transcendental functions, techniques of integration, polar coordinates, and improper integrals. *Members of the Department.*

Mth. 120-1 Calculus III 4 sem. hrs.

Prereq.: Mth. 111 or equivalent.

Vectors in three-dimensional space. Elementary analytic geometry of curves and surfaces in three dimensions, partial derivatives, and double integrals.

Mth. 121-2 Calculus IV 4 sem. hrs.

Prereq.: Mth. 120.

Multiple integration, line and surface integrals, infinite series and Taylor's theorem, and ordinary differential equations. Fourier series.

Mth. 124-1 Linear Algebra 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor.

Real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc.

Mth. 125-2 Algebraic Structures 4 sem. hrs.

Prereq.: Mth. 124.

Set theory and basic number systems. Groups, rings, integral domains, and fields. Prime decomposition of integers. Selected topics from field extensions, Sylow groups, and ring theory.

Mth. 126-2 Ordinary Differential Equations 4 sem. hrs.

Prereq.: Mth. 111.

The study of ordinary differential equations. Emphasis on methods of solutions as well as applications. Topics will include first-order differential equations, linear differential equations, existence theorems, linear systems, series solutions, boundary value problems, and numerical solutions. *Stern.*

Mth. 130-1 Introduction to Real Analysis I 4 sem. hrs.

Prereq.: Mth. 121 and 124.

Preliminary discussion of set theory: the set of real numbers, sequences and series, elementary topology of the real line, and continuity of functions of a real variable. *Browder.*

Mth. 131-2 Introduction to Real Analysis II 4 sem. hrs.

Prereq.: Mth. 130.

Continuity and differentiability of functions of a real variable: spaces of continuous functions, measure theory, and introduction to Lebesgue integration. *Browder.*

Mth. 132-1 Topics in Geometry 4 sem. hrs.

Prereq.: Mth. 111 and 124.

Offered at Emmanuel College as Mth. 318.

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries, and inversive geometry. *Keezer.*

Mth. 138-1 Probability Theory 4 sem. hrs.

Prereq.: Mth. 121.

General probability distributions: moments and moment generating functions, transformation of variables, addition and limit theorems, and stochastic processes. *Goldman.*

Mth. 139-2 Mathematical Statistics 4 sem. hrs.

Prereq.: Mth. 138.

Point and interval estimation: principles of estimation, tests of hypotheses, Neyman-Pearson theory, likelihood ratio tests, sequential tests, nonparametric tests, decisions functions, and Bayes solutions. *Goldman.*

[Mth. 141-2 Complex Variables 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mth. 130.

Complex number system: analytic functions, differentiation, and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series, and residues. Conformal mapping.

Mth. 143-2 Elementary Topology 4 sem. hrs.

Prereq.: Mth. 130.

Topological spaces: connectedness and compactness, limits and continuity, separation and countability axioms, metric spaces, and completeness. *Garberson.*

Mth. 146-1 Numerical Methods 4 sem. hrs.

Prereq.: Mth. 121, 124, and 176.

Numerical solutions of polynomial equations: differences and interpolation, numerical differentiation and integration, and extensive programming.

Mth. 156-1 Introduction to COBOL Programming 4 sem. hrs.

Organization of digital computers and machine language.

Assembly and compilation. Design of algorithms. Detailed descriptions of COBOL using a structured approach including the use of conditional statements, logical and string arrays, functions and subroutines, blocks, etc. Many appropriate applications to business and non-numeric data processing.

Mth. 176-1 Introduction to FORTRAN Programming 4 sem. hrs.

Introduction to organization of digital computers. Algorithm design, efficiency, and elements of good programming style. Detailed description of FORTRAN, including the use of conditional statements, arrays, character data, functions, and subroutines. Extensive programming in time-sharing mode.

Mth. 177-2 Systems Programming 4 sem. hrs.

Prereq.: Phy. 118 and Mth. 156 or 176.

Computer organization, hardware, and software. Programming in machine and assembly language on the DP 11/34, including such topics as data manipulation, program structures, and input/output. Study of programming systems, including operating systems, assemblers, and compilers. Does not count toward mathematics concentration.

Mth. 179-2 Statistics in Research 4 sem. hrs.

Prereq.: Mth. 108 and junior standing or consent of the instructor.

Course covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasi-experimental designs. Sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of mathematics concentration. *Goldman.*

Mth. 189-2 Mathematics of Decision Making 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor.

Linear programming, Bayesian statistics, and other mathematical models useful for decision making. Topics are logically developed and then applied to problems in management, social science, and behavioral science. Does not count toward mathematics concentration.

Mth. 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

Mth. 260-1, 2 Directed Study 4 sem. hrs.

Members of the Department.

Mth. 290-1 Senior Seminar 4 sem. hrs.

Prereq.: recommendation of the Department.

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. The topic will usually draw on more than one area of mathematics. *Members of the Department.*

Faculty

David S. Browder, Ph.D. Associate Professor of Mathematics and Chairman of the Department of Mathematics

***Margaret Schoenberg Menzin, Ph.D.** Professor of Mathematics

Robert N. Goldman, Ph.D. Associate Professor of Mathematics

John D. Garberson, Ph.D. Assistant Professor of Mathematics

Lynnell E. Stern, Ph.D. Assistant Professor of Mathematics

Malini Pillai, M.S. Instructor of Mathematics

Alice Schafer, Ph.D. Lecturer in Mathematics

Norma Mosby Secretary for the departments of Mathematics and Physics

*On sabbatical leave entire year 1982-83.

Department of Nursing

Simmons College has been committed to the education of nurses since 1902. In 1915 a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing, which began at Simmons College in 1934. Reorganization of the College in 1965 led to the development of the present Department of Nursing. In 1977 the Department of Nursing initiated a Graduate Program in Primary Health Care Nursing. (For information about the Master of Science Degree Program, see page 99.)

The Department of Nursing believes that liberal education and nursing education are essential preparation for the professional nurse. The liberal arts and sciences, in combination with the concentration in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the program are prepared to meet the primary, acute, and long-term health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

Graduates are awarded the Bachelor of Science degree, and may qualify for admission to graduate schools offering advanced degrees in nursing.

Graduates are eligible to write the licensure examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse.

The program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Concentration in Nursing

Theoretical concepts related to the professional practice of nursing are developed through an understanding of the systems of the individual, family, group, and community. Nursing process provides the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness. Psychosocial concepts, research, health assessment skills, nutrition, pharmacology, growth and development, and experiential group process are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

Requirements

The student concentrating in nursing must fulfill the distribution and depth requirements of the College. It is advised that English and foreign language requirements be completed during the first and second years. Students interested in nursing are also advised to take the courses in chemistry and general biology in the freshman year. Prior to the junior year, each student must have completed a certified course in cardiopulmonary resuscitation. Prior to the senior year, each student is required to participate in a Department-approved experiential group. Students may elect independent study (courses numbered 250) in nursing or another discipline appropriate to their academic program.

The College requirement of eight semester hours of independent learning opportunities is fulfilled through the independent learning component of nursing courses and four semester hours of Nur. 290, Integrative Seminar.

Courses in the nursing concentration are taken in the following sequence:

- Nur. 280 Nursing of Families: Childbearing and Female Health
- Nur. 282-284 Nursing of Children and Adults
- Nur. 286-288 Nursing in the Community

The nature of the clinical facilities and resources available may make it necessary to limit the number of students in the nursing concentration. A student must obtain an acceptable level of academic performance prior to entering the nursing concentration.

A student must maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by professional behavior and health status. Students receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nursing concentration.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$100; transportation to clinical settings, \$200; professional liability insurance coverage, \$50; N.L.N. Achievement Tests, \$10.

Prerequisites

Prior to Nur. 280:

Chm.111 Introductory Chemistry: Inorganic and Physical

or

Chm. 113 Principles of Chemistry and

Chm. 112 Introductory Chemistry: Organic

Bio. 106 Principles of Biology I

or

Bio. 113 General Biology I

Bio. 108 Principles of Biology II

or

Bio. 115 General Biology II

Bio. 121 Microbiology

Bio. 131 Anatomy and Physiology I

Prior to or concurrent with Nur. 280:

Bio. 132 Anatomy and Physiology II

Prior to Nur. 282:

Psy. 120 Introduction to Psychology

Psy. 135 Developmental Psychology

Prior to Nur. 286:

Soc. 118 Introduction to Sociological Thought

Soc. 126 Sociology of Health

or

Eco. 144 Economics of Health Care

Courses

Nur. 280-2 Nursing of Families: Childbearing and Female Health 8 sem. hrs.

Prereq.: Bio 106 or 113, Bio. 108 or 115, Chm. 111 or 113, Chm. 112, Bio 121 and 131.

Prereq. or concurrent: Bio 132.

A one-semester course introducing basic nursing skills, philosophy, concepts, and principles related to professional nursing. Students learn to utilize the nursing process in providing health care to clients in selected clinical settings; to deal with changes in the health status of clients; and to study family systems within their total environment. *Members of the Department.*

Nur. 282-1 and Nur. 284-2 Nursing of Children and Adults 8 sem. hrs. each.

Prereq. to Nur. 282: Nur. 280, Psy. 120, Psy. 135.

Prereq. or concurrent to Nur. 282: Soc. 118.

Sequential courses integrating concepts relevant to health promotion and adaptation of children and adults in a variety of clinical settings. Students initiate nursing care related to the individual's adaptation to a variety of stressors. Physical assessment skills are learned and utilized to augment the nursing process. Knowledge acquired in the liberal arts and prerequisite courses is synthesized and incorporated as vital information in understanding the impact of illness on individuals and families.

Opportunities are provided to practice nursing care with increasing depth, complexity, and independence while demonstrating the use of nursing processes during the crisis of hospitalization. Interdisciplinary collaboration fosters growth in professional communication skills and often provides opportunity for leadership and client advocacy. *Members of the Department.*

Nur. 286-1 and Nur. 288-2 Nursing in the Community 8 sem. hrs. each.

Prereq. to Nur. 286: Nur. 284, Soc. 126, or Eco. 144.

Sequential courses integrating theoretical concepts relating to systems and the delivery of health care. Emphasis is on a holistic approach that supports the promotion and maintenance of wellness, whereby both physical and psychosocial alterations are included.

Nursing practice includes work with individuals, families, and groups in primary care agencies, neighborhood health centers, and community mental health centers. Critical assessment of community programs and methods of nursing interaction to meet the health needs of the people in the community are stressed. Students fulfill the independent learning component through a community study and a systematic study of a specific group of which they are a part. *Members of the Department.*

Nur. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Prereq.: consent of the Department.

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized. *Members of the Department.*

Nur. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Prereq.: consent of the Department.

An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum. *Members of the Department.*

Nur. 290-1, 2 Integrative Seminar 4 sem. hrs.

Prereq.: Nur. 284 or consent of the instructor.

Opportunity to associate knowledge and principles from general education, nursing education, and nursing practice to relevant issues in nursing. The course facilitates the transition from student role to professional nurse role. Critical issues confronting the nursing profession and trends in nursing are examined. Independence, self-direction, and understanding of group interaction in the teaching-learning process are stressed. *Members of the Department.*

Faculty

Phyllis Parnes Moore, R.N., D.Sc. Professor of Nursing and Chairman of the Department of Nursing

Alice Marie Hosack, R.N., M.A., D.S. in Hyg. Professor of Nursing

Ann Elizabeth Lord, R.N., M.S. Professor of Nursing

Helen Chorak McLaughlin, R.N., M.S. Associate Professor of Nursing

Lois Estelle Schoppee, R.N., M.S. in Ed. Associate Professor of Nursing

Susan Blankenship, R.N., C., M.S.N. Assistant Professor of Nursing

Maria N. Bueche, R.N., M.S. Assistant Professor of Nursing

Penelope M. Glynn, R.N., C., M.S.N. Assistant Professor of Nursing

Martha J. Kleinerman, R.N., C., M.S. Assistant Professor of Nursing

Denise M. Ross, R.N., C., M.S. Assistant Professor of Nursing

Elizabeth P. Howard, R.N., M.S. Instructor in Nursing

Janice L. Mackin, R.N., M.S. Instructor in Nursing

Tish A. Thornley, R.N., M.S.N. Instructor in Nursing

Susan Wainger, M.D. Lecturer on Primary Health Care, Graduate Program

Diane Hammer, B.A. Administrative Assistant for the Department of Nursing

Victoria O. Ajala Secretary for the Department of Nursing

Julie G. Ward Secretary for the Department of Nursing

Adjunct Faculty

Robert Banzett, Ph.D. Lecturer, Human Physiology, Graduate Program

Margaret L. Harbison, V.M.D. Lecturer, Human Physiology

Stephen H. Loring, M.D. Lecturer and Clinical Consultant, Human Physiology

Patricia McArdle, Ed.D. Instructor, Department of Preventive and Social Medicine, Harvard Medical School

Susan Neary, R.N., C., M.S. Lecturer and Clinical Faculty

Michael Reid, Ph.D. Lecturer, Human Physiology

Steven L. Sneddon, Sc.D. Lecturer and Course Coordinator, Human Physiology

Peter A. Valberg, Ph.D. Lecturer, Human Physiology

Ann Y. Watson, Sc.D. Lecturer, Human Physiology

Dieter Koch-Weser, M.D. Professor and Chairman, Department of Preventive and Social Medicine, Harvard Medical School

Associates, 1982-83

Carolyn Bilodeau, R.N., C., M.S. Associate in Nursing, Nurse Group Psychotherapist

Jane Gardner, M.S., D.S. Associate in Nursing, Assistant Professor, Harvard School of Public Health

Marie E. Snyder, R.N., M.S., J.D. Associate in Nursing, Attorney-at-Law, and Nurse Psychotherapist

Agency Affiliates and Associates in Nursing, 1982-83

Beth Israel Hospital

Joyce C. Clifford, R.N., M.S.N.
Vice President, Nursing

Sue Foster, R.N., M.S., F.A.A.N.
Director, Nursing Education

Anna Yoder, R.N., M.S.
Director, Ambulatory Nursing Services

Carolyn Gifford, R.N., M.S.
Nursing Coordinator, B.I.A.C.

Boston Department of Health and Hospitals, Community Nursing

Ann Hargreaves, R.N., F.A.A.N.
Executive Director, Nursing Service and Nursing Education

Mary F. Moran, R.N., M.S.
Director of Nursing Education and Research

Maureen MacCausland, R.N., M.S.
Director, Community Health Nursing

Braintree Hospital

Elaine Angelloni, R.N., M.S.
Director of Nursing

Brigham and Women's Hospital

Marion Metcalf, R.N., M.S.
Vice President for Nursing

Margaret A. Hanson, R.N., M.S.N.
Director, Ambulatory and Community Nursing

Doris Bloom, B.A.
Patient Registry Coordinator

Brookside Park Family Life Center

Ann Keith, R.N., M.P.H.
Director, Medical Unit

Joanne Dillman, R.N., M.S.N.
Nursing Coordinator

Cambridge Neighborhood Health Center

Estelle Paris, R.N., C.
Head Nurse

Carney Hospital

Pamela Helmold, R.N., M.S.
Outpatient Director

Children's Hospital Medical Center

Ann Black, R.N., M.S.
Director of Nurses

Dimock Community Health Center

Janet Gawles, R.N., C., M.S.
Adult Nurse Practitioner

Downtown Medical Associates

Susan Wainger, M.D.

East Boston Neighborhood Health Center Home Care

Nancy Brown, R.N., C., B.S.

East Somerville Health Center

Linda M. Gerber, R.N., C., M.S.
Director, Community Health Nursing, Somerville Hospital

Erich Lindemann Mental Health Center

Kate Detwiler, R.N., M.S.N.
Assistant Unit Chief and Director of Nurses, Inpatient Services

Helen Morley, R.N., M.S.N.
Clinical Specialist, East Boston-Winthrop Community Counseling Center

Greater Roslindale Health Center

Carol O'Neil, M.D.

Harvard Community Health Plan

Marcia K. Hoch, R.N., C., M.S.N.
Director, Nursing Services

Joan Cluck, R.N., C., M.S.
Assistant to the Nursing Director

Ann Roy, R.N., M.S.
Adult Nurse Practitioner

Kennedy Memorial Hospital for Children

Sister Lois Ann Van Delft, F.M.M.
Director of Nursing

Martha Eliot Health Center

Patricia Fitzpatrick, R.N., B.S.
Director, Nursing Services

Massachusetts General Hospital

Ruth M. Farrissey, R.N.
Associate Director, Department of Nursing

Mary T. Ryan, R.N., C., M.S.
Clinical Leader

Massachusetts Institute of Technology

Medical Services Department

Pauline R. Jones, R.N.
Director of Nursing

Massachusetts Rehabilitation Hospital

Eunice M. Dragone, R.N., M.S.
Associate Administrator for Nursing

Mount Auburn Hospital

Nancy Hayes, R.N., M.S.
Director, Ambulatory Care

North End Community Health Center

Elaine Wilson, B.S.
Director

Norwood Hospital

Marsha E. Greenberg, R.N., B.S.

South Boston Community Health Center

Bernard Killarney
Executive Director

Pamela Jantzen, R.N., C., M.S.
Adult Nurse Practitioner

South Jamaica Plain Health Center

Rebecca Fury
Executive Director

Beth Boison, R.N., C., M.S.
Administrative Director, Medical Unit

Teradyne, Inc.

Virginia Minnichelli, R.N., C.
Adult Nurse Practitioner

Tufts New England Medical Center Student and Employee Health Service

Janice Gould, R.N., C., B.S.
Adult Nurse Practitioner

Veterans' Administration Medical Center, West Roxbury

Hazel Best, R.N.
Director of Nursing

Richard Winicoff, M.D.
Associate Chief of Staff, Ambulatory Services

Denise Perron, R.N., C., M.S.
Adult Nurse Practitioner

Department of Nutrition

The Department of Nutrition offers undergraduate concentrations in preparation for positions open to the college graduate in the fields of food and nutrition and in dietetics, or for graduate work in these areas. The Department provides an opportunity for any student in the College to explore those contemporary issues in nutrition that affect the quality of life for herself and for her community.

Professional opportunities for nutrition concentrators are available in a variety of settings. Graduates prepared in the foods and nutrition field can pursue careers in such diverse areas as research, industry, education, and government. Students may wish to combine their study of nutrition with concentrations in biology, chemistry, communications, education, management, or psychology. Other programs can also be designed. Dietitians practice in primary prevention programs and in acute and long-term health care facilities. The Department offers undergraduate dietetic specializations in both community nutrition and clinical dietetics. For some careers, such as dietetics and research, postgraduate education is required.

Departmental course requirements are described below. Students are advised to include a selection of courses from the humanities and social and natural sciences in their educational program. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics.

Concentration in Foods and Nutrition

Requirements

Students interested in a concentration in foods and nutrition should plan the following course sequence from the Departmental offerings.:

- Ntr. 101 Food Science
- Ntr. 111 Ecology of Food and Nutrition
- Ntr. 201 Advanced Food Science
- Ntr. 211 Human Nutrition

- Ntr. 212 Nutrition in Metabolic Disorders
or
- Ntr. 291 Nutrition Through the Lifespan
- Ntr. 213 Research Methods in Nutrition

Prerequisites

- Chm. 111 Introductory Chemistry: Inorganic and Physical
or
- Chm. 113 Principles of Chemistry
- Chm. 112 Introductory Chemistry: Organic
or
- Chm. 114 Organic Chemistry I
- Chm. 123 Introductory Chemistry: Biological
- Bio. 106 Principles of Biology I
or
- Bio. 113 General Biology I
- Bio. 108 Principles of Biology II
or
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 132 Anatomy and Physiology
- Mth. 108 Introductory Statistics

Nutrition Education. In addition to those courses designated in the concentration in foods and nutrition, education courses (including student teaching) are required of those students wishing to teach nutrition in public schools. Teacher certification requirements in Massachusetts are met by successful completion of the program. For further information and suggested course sequence, consult the Department Chairman at the beginning of the freshman year.

Concentration in Dietetics

The Departmental concentrations in clinical dietetics and community nutrition are approved by the American Dietetic Association under the title of Minimum Academic Requirements, Plan IV.

All students should plan the basic program outlined below, and then choose one of the two areas of specialization offered by the Department. Students are expected to meet Departmental criteria regarding academic performance, health status, and professional behavior in following these courses of study. Each of these programs must be followed by either an approved dietetic internship or graduate work at other institutions.

Course Work for the Basic Program

- Bio. 106 Principles of Biology I
or
- Bio. 113 General Biology I
- Bio. 108 Principles of Biology II
or
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 132 Anatomy and Physiology
- Chm. 111 Introductory Chemistry: Inorganic and Physical
or
- Chm. 113 Principles of Chemistry
- Chm. 112 Introductory Chemistry: Organic
or
- Chm. 114 Organic Chemistry I
- Chm. 123 Introductory Chemistry: Biological

Eco. 101	Principles of Economics — Macroeconomics
or	
Eco. 102	Principles of Economics — Microeconomics
Mgt. 127	Dynamics of Management
Mth. 101	Introduction to Mathematics: Level I
or	
Mth. 102	Introduction to Mathematics: Level II
or	
	Competency equal to intermediate algebra prior to college entrance
Mth. 108	Introductory Statistics
Ntr. 101	Food Science
Ntr. 201	Advanced Food Science
Ntr. 211	Human Nutrition
Ntr. 212	Nutrition in Metabolic Disorders
Psy. 120	Introduction to Psychology
Soc. 118	Introduction to Sociological Thought
or	
Edu. 137	Growth and Change in Individuals and Families

Course Work for Specialization in Clinical Dietetics

Ntr. 231	The Practice of Clinical Dietetics
Ntr. 248	Food Production and Service Systems (strongly recommended)
Ntr. 213	Research Methods in Nutrition
or	
	One of the senior seminars (Ntr. 290 series)

Course Work for Specialization in Community Nutrition

Ntr. 237	The Practice of Community Nutrition
Ntr. 248	Food Production and Service Systems
Ntr. 281	Advanced Practice in Community Nutrition
or	
Ntr. 291	Nutrition Through the Lifespan
or	
Ntr. 292	Practicum in Nutrition Counseling: The Nutritionist-Client Relationship

Required Independent Study or Senior Seminar. At

least four semester hours of independent study must be fulfilled by enrolling in a senior seminar (courses numbered in the Ntr. 290 series). The remaining four semester hours may be met by a senior seminar, Ntr. 250, 280, 281, or by an appropriate course in another academic department.

Courses

Ntr. 101-1, 2 Food Science 4 sem. hrs.

Study of the nutrient composition of foods and the application of scientific principles to food preparation, with emphasis on nutritional and sanitary dimensions of food-handling practices. Lecture and laboratory. Laboratory coat required. *Dichter*.

Ntr. 110-1 Sociocultural Implications of Nutrition 4 sem. hrs.

This course is designed to acquaint students with the study of food behavior, particularly as reflected in the food patterns of various groups that have immigrated to Boston throughout the history of the city. The course includes field trips and group projects.

Ntr. 111-1, 2 Ecology of Food and Nutrition 4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to the needs of individuals and groups. The relation of nutrition to major public health problems will be considered. Laboratory and lecture. *Kreutler*.

Ntr. 150-2 Contemporary Issues in International Food Planning 4 sem. hrs.

Designed for nonconcentrators, the course will acquaint students with the fundamentals of public health nutrition and the nature and dimensions of present and future world food needs. Emphasizing developing countries, it will provide an in-depth analysis of an array of nutrition intervention programs and policy alternatives. *Dichter*.

Ntr. 201-1 Advanced Food Science 4 sem. hrs.

Prereq.: Ntr. 101, Chm. 123; Bio. 121 is recommended.

Application of organic chemistry to the study of food science. A critical analysis of colloid chemistry, modern food production and preservation methods, and food safety. The laboratory focus will be on experimental design and evaluation. Each student will present a seminar and conduct an independent laboratory research project. Laboratory coat required. *Dichter*.

Ntr. 211-1 Human Nutrition 4 sem. hrs.

Prereq.: Bio. 134, Chm. 123, Ntr. 111, or consent of the instructor.

An in-depth consideration of the metabolic role of nutrients at the cellular level. Food sources and allowances of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Basic concepts in physiology and biochemistry are examined in terms of nutrient function. *Mason*.

Ntr. 212-2 Nutrition in Metabolic Disorders 4 sem. hrs.

Prereq.: Ntr. 211.

The study and evaluation of human nutritional needs in physiologic stress. Emphasis will be placed on the underlying pathophysiologic mechanisms of disease and the nutritional component of treatment. *Kreutler*.

Ntr. 213-1 Research Methods in Nutrition 4 sem. hrs.

Offered alternate years. Will be offered 1982-83.

Prereq.: Ntr. 211.

Designed to introduce students to research methodologies, with a particular focus on methods and materials used in nutritional research. Lectures will be supplemented with field trips. Students will design, execute, and evaluate a simple nutritional experiment. *Kreutler, Mason*.

Ntr. 231-2 The Practice of Clinical Dietetics 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111; consent required.

An introductory course in the practice of clinical dietetics, including methods in client interviewing and assessing nutrient intake and food practices. Laboratory coat and name pin required. *Mason*.

Ntr. 237-1 The Practice of Community Nutrition 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111, Psy. 120; consent required.

Community nutrition is the practice of applied nutrition and nutrition education in both health care and other settings. Emphasis will be placed on the principles of education that are basic to effective learning by the clients. Federal programs aimed at nutrition-related health problems will be examined. Students will be assigned to community field work placements.

Ntr. 248-1 Food Production and Service Systems 4 sem. hrs.

Prereq.: Ntr. 201 and Mgt. 127 or 147.

Methods of producing quality food in quantity to achieve organizational goals and to provide nutritional care. Application of principles of food science to quantity food production. Emphasis on types of systems used in production, assembly, distribution, and service of food to individuals and groups. Lectures supplemented with field trips and laboratories.

Ntr. 249-2 Management of Foodservice Systems 4 sem. hrs.
Prereq.: Ntr. 248.
Emphasis on management functions for system resources: food, facilities, labor, and capital. Emphasis on specifications and factors regarding effective and efficient utilization of resources. Financial management and budgeting, with emphasis on planning and control.

Ntr. 250-1, 2 Independent Study 4 or 8 sem. hrs.
Prereq.: consent of the Department.
Independent study in one of the areas of nutrition. *Members of the Department.*

Ntr. 260-1, 2 Individual Study 4 sem. hrs.
Prereq.: consent of the instructor.
Members of the Department.

Ntr. 280-1, 2 Field Experience 4 or 8 sem. hrs.
Prereq.: consent of the Department.
Individual field experience in one of the areas of nutrition. *Members of the Department.*

[Ntr. 281-2 Advanced Practice in Community Nutrition 4 sem. hrs. Offered alternate years. Not offered in 1982-83.]
Prereq.: Ntr. 211, 212 (or concurrent), 237; consent required.
An advanced course in community nutrition theory and practice. Emphasis will be placed on evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling of clients, families, other health professionals, and the public at large. Each student will examine in depth a particular problem in community nutrition.

[Ntr. 290-2 Seminar in Nutrition Literature 4 sem. hrs.
Offered alternate years. Not offered in 1982-83.]
Prereq.: Mth. 108, Ntr. 211.
The seminar is devoted to the interpretation and evaluation of the research literature in nutrition and dietetics. The specific objectives for the student are to develop and/or increase the ability to evaluate and interpret research literature, to plan and lead an organized discussion on a specific topic related to the discipline, to participate in the presentation of other student discussions, and to add to the knowledge of the discipline.
Mason.

Ntr. 291-2 Nutrition Through the Lifespan 4 sem. hrs.
Offered alternate years. Will be offered in 1982-83.
Prereq.: Ntr. 211 and at least one year of college behavioral science.
A seminar devoted to an in-depth examination of human nutrient requirements during each stage of the life cycle. Recent developments in nutrition research as they apply to each age group will be covered. The study of nutrition and food behavior is considered within a framework of biophysical and psychosocial development.

[Ntr. 292-2 Practicum in Nutrition Counseling: The Nutritionist-Client Relationship (Seminar) 4 sem. hrs.
Offered alternate years. Not offered in 1982-83.]
Prereq.: Ntr. 101, 212 (or concurrent); Psy. 120, 140 (recommended); consent required.
This practicum emphasizes the development of the nutritionist-client relationship on a one-to-one basis. The focus throughout the practicum will be the integration of nutritional information with appropriate nutritional counseling. Through a series of nutrition counseling interviews with one or more clients, the student will explore the extent to which her own assumptions and responses affect her perception and behavior toward the client. Through critical analysis of taped interviews, the student will analyze and develop her own style of nutrition counseling.
Bevacqua.

Ntr. 293-2 Seminar in Dietetic Practice Theory 4 sem. hrs.
Offered alternate years. Will be offered in 1982-83.
Prereq.: Ntr. 231.
A senior seminar designed to engage the learner in a concerted effort to define, in current terms, the varied roles of the clinical dietitian. Issues in the scope of practice, as well as the sites of practice, will be explored as a means of developing a beginning theoretical base for successful practice. Emphasis will be placed on understanding and interpreting the literature in the discipline; other resources, available in the community at large, will be incorporated into the learning experience as the needs arise.
Mason.

Faculty

Patricia A. Kreutler, Ph.D. Associate Professor of Nutrition and Chairman of the Department of Nutrition

Marion Mason, Ph.D., R.D. Ruby Winslow Linn Professor of Nutrition

Katherine M. Bevacqua, M.S., M.Ed. Associate Professor of Family Economics

Carole R. Dichter, D.Sc. Assistant Professor of Nutrition

***Nancie Harvey Herbold, M.S., R.D.** Assistant Professor of Nutrition

Coral Kenney O'Brien, B.S. Secretary for the Department of Nutrition

Bridget Agnes Bowes Laboratory Assistant

*On sabbatical leave entire year 1982-83.

Department of Philosophy

Philosophy is that discipline in which questioning is central. Raising questioning to an art prepares the student for living in a special way. Philosophy cultivates a sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters intellectual flexibility to meet any challenge.

The Department of Philosophy offers a choice of three courses of study:

1. an interdisciplinary concentration for the student who may wish to relate her study of philosophy to specialized work in another subject area. Within this discipline, the student, with her adviser, will work out an appropriate sequence of courses that emphasize the student's interests and an integrated plan of study. The interdisciplinary concentration consists of 20 semester hours of courses in philosophy and an approved concentration in another area.

2. a concentration with a specialization in religious studies. The religious studies concentration in philosophy is composed of 28 semester hours of courses in philosophy, including religious studies courses from the Philosophy Department offerings, and eight hours of intensive independent study on authors or issues of interest.* The student is also urged to take related courses outside the discipline that have been approved by her adviser.

3. a standard concentration. The standard concentration in philosophy is composed of 28 hours of philosophy courses, including eight semester hours of intensive and individualized independent study.* The major includes at least one course in the history of philosophy. Where appropriate to the student's study, she is also urged to select English, government, history, art, sociology, or other related courses from outside the discipline.

*The independent study requirement can be met by Phil. 250, 265, 290, or a combination of these courses.

These concentrations are designed to provide the student with critical understanding of ideas and methods of thinking. Each should prepare the way for further postgraduate work not only in philosophy, but also in law, theology, education, psychology, health fields, and public affairs.

Courses

Phil. 119-1 Introduction to Comparative Religion 4 sem. hrs.
An introduction to the fundamental belief systems of Hinduism, Buddhism, Judaism, Islam, and Christianity. *Ochs.*

Phil. 120-1, 2 Problems of Philosophy 4 sem. hrs.
Introduction to the perennial problems of philosophy: ethics, metaphysics, religion, theories of knowledge. *Members of the Department, Ochs.*

Phil. 121-2 Philosophy of Religion 4 sem. hrs.
What does religion have to do with faith in a god? with meaning in life? with death and insecurity? with salvation? with aloneness and the formation of community? Does religion separate or rebind? Does it create or cure despair? Can one be a "religious" atheist? *Art*

Phil. 122-1, 2 Modern Logic 4 sem. hrs.
A general introduction to logic, traditional and symbolic. *Park.*

Phil. 125-2 Moral Issues in Contemporary Society 4 sem. hrs.
Discussion and analysis of current and pressing moral issues. What is the relation of individual integrity to social interest? Should we legally enforce morality? Must we tolerate the opinions of others? What are the limits that can be placed on business? In this course, we will investigate morality as it stands in relation to law, to business practices, and to economic and social justice. *Members of the Department.*

[Phil. 126-2 Law and Philosophy 4 sem. hrs. Not offered in 1982-83.]

An examination of the institution of law from a philosophical point of view. Topics to be discussed include the following: the nature and definition of law; the relationship between law and morality; law and religion; grounds for obedience to law or civil disobedience; justification of punishment; legal reasoning; justification of the advocacy system; professional ethics of lawyers; and Marxist critique of law.

Phil. 127-1 Business Ethics 4 sem. hrs.

An application of ethical theories and concepts to the practice of business. Topics to be discussed include the following: pollution and energy problems; corporate responsibility for social problems, such as poverty; consumer rights; ethical limits to advertising; sexism and racism in employment; and just allocation of resources in a capitalist system. *Park.*

Phil. 130-1 Ethics 4 sem. hrs.

This course focuses on the nature of morality and the moral person. What is it to be moral? Why be moral? Through this inquiry, we should become critically aware of our own values, their origins, and their authority. Readings include traditional, existential, and humanistic philosophy and literary works. *Members of the Department.*

Phil. 131-2 Ethics of the Helping Professions 4 sem. hrs.

This course is a philosophical examination of ethical issues arising in the practice of medicine and biomedical research. Issues to be discussed include the following: abortion, suicide, euthanasia, the definition of death, infanticide, experimentation on humans, the definition of mental illness, and new reproductive technologies. *Members of the Department.*

Phil. 132-1 Philosophy of Art 4 sem. hrs.

What makes a work of art? What makes it good or bad art? Is beauty only in the eye of the beholder? What role does art play in our being human? *Members of the Department.*

Phil. 133-1 Oriental Philosophy 4 sem. hrs.

Emphasis on Hinduism and Taoism: Hinduism as a metaphysic or a religion, Buddhism (including Zen Buddhism) as a philosophy of life, and Confucianism as a political philosophy or as an ethic. A Western perspective on these issues will be introduced. *Park.*

[Phil. 134 Philosophy of Science 4 sem. hrs. Not offered in 1982-83.]

The nature and methodology of scientific investigation. The relationship between scientific theory and the objects it describes, and between scientific thought and philosophical thought.

Phil. 136-2 Philosophy of Human Nature 4 sem. hrs.

Is there a human nature? Can knowing it help us direct our lives and give us values? How do the perceptual, instinctive, passionate, reasoning, and spiritual elements interact? The course will examine differing theories of consciousness advanced by philosophers and psychologists to gain insight into human nature. *Park.*

Phl. 137-2 Philosophy of Mind 4 sem. hrs.

What does understanding our psychology tell us about who we are? how we know? how we fit into the universe as a whole? Examination of psychological theories from Western and Eastern traditions as well as from psychologists, philosophers, and mystics. *Ochs.*

Phl. 140-1 Historical Introduction to Philosophy 4 sem. hrs.

An inquiry into our earliest and still most coherent expression of the questions developing from our emerging awareness of our own existence. What is the best life? the nature of reality? of justice? Can life be meaningfully lived? Can we live together? Brought into focus in ancient Greek, Hebrew, and Chinese thinking, the arts and sciences emerged not as distinct and distant disciplines, but as cohesive ways of being. *Art.*

Phl. 142-2 History of Modern Philosophy 4 sem. hrs.

What is the nature of self? Can we know other minds? Can we ever know the external world? What is the difference between knowing and imagining? Do we create the structure of reality or discover it? Is there any point to the values we hold? Could all this be a dream? *Art.*

Phl. 143-1 History of 19th-Century Philosophy 4 sem. hrs.

Inquiry into some of the major themes of 19th-century theory and practice, including the following: the relation of worker alienation to political revolution; anarchist and utopian visions of society; personal despair and human freedom; economic turmoil and unconscious control; wealth and power; and subjectivity and truth. Examination of several competing ideologists, such as Hegel, Marx, Mill, Nietzsche, Proudhon, and Dostoevsky. *Art.*

[Phl. 145 Existentialism 4 sem. hrs. Not offered in 1982-83.]

Can we live the narrow line between boredom and anxiety of indecision? between subjectivity and truth? between freedom and aloneness? between a safe life and a meaningful one? In this course, existentialist theories on the experience of living and on the relationship of consciousness and reality will be discussed.

Phl. 150-1 Advanced Comparative Religion 4 sem. hrs.

Topic: Women and Spirituality. In this course, we as women will attempt to discover our own spiritual journey. We will confront such questions as the following: Who am I (the search for identity; the problem of naming our selves)? Who are you (the quest for community, for our sense of relationship to the whole)? What does it mean? How ought we to live? We will attempt to discover worthy guides through texts—scriptures, lives of the saints, novels, autobiographies, diaries, and letters—through role models, and through analyses of our own experience. *Ochs.*

Phl. 152-2 Philosophy in Literature 4 sem. hrs.

Basic questions of philosophy treated through works of literature. *Park.*

Phl. 154-1 Metaphysics: Freedom and Self 4 sem. hrs.

Is freedom a blessing or a bane? Does it release us for happiness or cause us to despair? Can it bring us closer to others or does it force us into desperate aloneness? Should our lives be in pursuit of this "goal," or in an "escape from freedom"? This course questions the relation of the "absolute self" and the external world, others, one's own passions, emotions, reason, and values. We will undertake to construct a viable theory of the free self. *Art.*

Phl. 156-2 Special Topics in Philosophy of Religion 4 sem. hrs.

Topic for 1982-83: Issues in Afro-American Thought. Examination of Afro-American contributions to philosophy, religion, and literature. The course will emphasize those writers and movements that have played an important part in the evolution of Afro-American concepts and consciousness. *Members of the Department.*

Phl. 158-2 Special Topics in Philosophy 4 sem. hrs.

Topic for 1982-83: Social Political Theory. Is disobedience to democratic authority ever justified? Are dissenters disloyal? Does the rebel affirm limits? When is violence justified? What is the relation of individual conscience to state authority? Must people in our vast society be treated like objects? Why are workers alienated? Can we think clearly about different ideologies? We will attempt to construct a viable theory of community consonant with human freedom and dignity. *Art.*

Phl. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

Phl. 265-0 Senior Thesis and Seminar 8 sem. hrs.

Prereq.: consent of the instructor.

Directed writing of a thesis and participation in a seminar that serves as a forum in which students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

Phl. 290-2 Philosophy Seminar 4 sem. hrs.

An in-depth analysis of Plato's dialogues. *Ochs.*

Phl. 450-1, 2 Independent Study: Graduate Level 4 sem. hrs.

Members of the Department.

Faculty

Carol Ochs, Ph.D. Professor of Philosophy and Chairman of the Department of Philosophy

Ynhui Park, Ph.D. Professor of Philosophy

Brad Art, B.A. Instructor in Philosophy

Physical Education

Phys. Ed. 110-0 Physical Education for First-Year Students

Noncredit

Participation in two single periods or one double period of physical education a week is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Center. For all students entering Simmons College in the Continuing Education Program and for other students transferring to Simmons College with 64 or more transfer credits, an automatic waiver of the first-year requirement in physical education will be applied.

The freshman requirement is fulfilled through courses that provide opportunities for each student to acquire or improve skills in the activities of her choice, which she can enjoy during and after college. The courses scheduled during the two semesters are dance (aerobic, modern, jazz, ballet, folk, and country), sports (badminton, basketball, bowling, crew, fencing, sailing, figure skating, horseback riding, squash, cross-country skiing, swimming, tennis, and volleyball), conditioning activities, yoga, figure and fitness workshops, jogging, and weight control.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the required periods in the regular program. *Olmstead, Staley, Lorraine.*

Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program.

Faculty

Doris Emery Olmstead, Ed.M. *Associate Professor of Physical Education and Director of Physical Education*

Anita Lorraine, B.A. *Special Instructor in Physical Education*

Mary Staley, B.S. *Special Instructor in Physical Education*

Department of Physical Therapy

Physical therapy is a profession that contributes to meeting the health needs of society. The practice of physical therapy is directed toward prevention of disability; relief of pain; development, improvement or restoration of motor function; and maintenance of maximum performance within a patient's capability.

Graduates of the concentration in physical therapy receive a B.S. degree and a Certificate in Physical Therapy, both of which prepare them for the practice of physical therapy and qualify them to take the examination for licensure in all states. Career opportunities exist in hospitals, public health service, rehabilitation centers, military service, and many other areas. Specialized areas that require expertise in physical therapy are also developing. Graduate work may be pursued in physical therapy or the related fields of medicine, anatomy, physiology, psychology, or education.

The concentration is fully accredited by the American Physical Therapy Association. Women veterans are encouraged to apply.

The curriculum in physical therapy extends over a period of four and a half years. The requirements for the concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, distribution requirements, and electives. More than enough academic credits are accumulated to meet the minimum requirements for graduation in other concentrations; however, neither the degree nor the certificate is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the concentration in a given year. If at any time a student's work, conduct, or health is unsatisfactory, or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the concentration.

Throughout her four and a half years at Simmons, the student concentrating in physical therapy must meet certain personal, academic, and professional requirements. These requirements should be reviewed by the student periodically to insure that all appropriate steps are being taken toward reaching her goal. The following stages should be noted.

Progress of each student through the concentration is monitored by two committees. The Evaluation Committee is responsible for all students from the freshman year until the end of the junior year. The Promotions Committee oversees the progress of each student in the final three semesters of the senior year—the professional part of the curriculum—which runs from July to December of the next year. This latter committee will take appropriate action on those students whose clinical or academic work is rated as unsatisfactory. A brochure containing information on course performance, students' responsibilities, and actions of both committees is made available to all students interested in, or a part of, the concentration.

Requirements

PT 230	Advanced Human Anatomy
PT 231	Kinesiology
PT 232	Exercise Physiology
PT 233	Psychological Aspects of Physical Illness and Disability
PT 234	Medical Lectures I
PT 235	Medical Lectures II
PT 236	Pathology
PT 237	Evaluation Procedures
PT 238	Neurosciences
PT 239	Physical Therapy Procedures I
PT 240	Physical Therapy Procedures II
PT 241	Physical Therapy Procedures III
PT 242	Therapeutic Exercise I
PT 243	Therapeutic Exercise II
PT 244	Physical Therapy in the Health Care System I
PT 245	Physical Therapy in the Health Care System II
PT 250	Clinical Education I
PT 251	Clinical Education II

Prerequisites. In order to qualify for the concentration in physical therapy, students are required to complete during their first year Chm. 111 or Chm. 113, Chm. 112, Bio. 106 or 113, and Bio. 108 or 115. In the second year, students must take Bio. 121, Phy. 110, Phy. 111, Psy. 120, and Psy. 135. During the third year, students must take Bio. 131, Bio. 132, and Mth. 108.

In general, electives should be chosen outside the area of science, but in accordance with general interests.

Certificate Program in Physical Therapy. Qualified college graduates may be admitted to the final 18 months (July to December of the next year) of the professional curriculum in physical therapy, and are eligible for the Certificate in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who have taken eight semester hours each in general biology, physics, and chemistry, and four each in anatomy, microbiology, physiology, and introductory statistics. Applicants should have completed 12 semester hours in the social sciences, including at least eight in psychology. Men may be accepted into this program.

Courses

Classes in physical therapy may be held in affiliating hospitals, and are not open to students in any of the College's other programs.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 after the dashes, which signify the semesters in which the courses are given. (The first and third semesters begin in the summer and continue until the end of the semesters.)

PT 230-1 (Summer) Advanced Human Anatomy 5 sem. hrs.
The study and interrelationship of human structures, with emphasis on the skeletal and neuromuscular systems. Lecture, discussion, and cadaver dissection. *Palmer.*

PT 231-1 Kinesiology 4 sem. hrs.

Prereq.: PT 230.

Analysis of normal muscle function based on principles of biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Lecture, problem solving, and laboratory practice. *Palmer.*

PT 232-1 Exercise Physiology 1 sem. hr.

Study of physiological effects of exercise on systems of the body. *Certo.*

PT 233-1 Psychological Aspects of Physical Illness and Disability 1 sem. hr.

Psychology as applied to individual differences, development, growth, and adjustment. Psychodynamic mechanisms, with special reference to disease and trauma. *Koocher.*

PT 234-2, PT 235-3 Medical Lectures I and II 4 sem. hrs. each.

Lectures on the nature, cause, clinical course, and treatment of disease and disabilities affecting human systems. Seminar on physical therapy management of patients with these diseases and disabilities. *Members of the Department.*

PT 236-2 Pathology 3 sem. hrs.

Illustrated lectures concerning the nature and certain causes of disease, reactions of the body to deleterious agents, and associated alterations in function. *Vawther and associates.*

PT 237-2 Evaluation Procedures 5 sem. hrs.

Theory, rationale, and application of techniques designed to assess an individual's level of function and development. Lecture and laboratory. *Palmer, Wiesel.*

PT 238-1 Neurosciences 4 sem. hrs.

Study of neuroanatomy, neurophysiology, and clinical neurology of the human central, peripheral, and autonomic nervous systems. Lecture, discussions, and laboratory. *Palmer.*

PT 239-1, PT 240-2, and PT 241-3 Physical Therapy Procedures I, II, and III 8 sem. hrs.

Theory, rationale, and application of physical therapy procedures used in management of patients with disorders of the musculoskeletal, neuromuscular, and cardio-pulmonary systems. Emphasis on problem solving and practical application of techniques. *Jette, Cassella, Marich.*

PT 242-2, PT 243-3 Therapeutic Exercise I and II 4 sem. hrs. each.

Principles and theoretical consideration of exercise as a therapeutic agent. Foundations of motor development and motor learning are explored in relation to exercise. Emphasis on neurophysiological approaches to patient care. *Dick, Ionta, Kozlowski, Wiesel.*

PT 244-2, PT 245-3 Physical Therapy in the Health Care System I and II 3 sem. hrs. each.

This sequence of courses covers aspects of physical therapy practice that relate to communication, team approach to health care, ethical and legal aspects of practice, principles of scientific inquiry, and professional responsibilities of a physical therapist. *Jette, Toms, McCarthy.*

PT 250-2, PT 251-3 Clinical Education I and II 4 sem. hrs. each.

Supervised experience in practice of physical therapy in departments of affiliating facilities. *Wiesel.*

Faculty

Janice E. Toms, P.E., M.Ed Associate Professor in Physical Therapy and *Chairman of the Department of Physical Therapy*
Diane Jette, P.T., B.S. Assistant Professor in Physical Therapy
M. Lynn Palmer, P.T., Ph.D. Associate Professor in Physical Therapy

Lynne Wiesel, P.T., M.S. Assistant Professor in Physical Therapy and Academic Coordinator of Clinical Education

Linda S. Smith Secretary for the Department of Physical Therapy

Adjunct Faculty

Micheline Cassella, P.T. *Special Instructor in Physical Therapy*

Catherine Certo, P.T. *Special Instructor in Physical Therapy*

Sylvia Dick, P.T. *Special Instructor in Physical Therapy*

Marjorie Ionta, P.T. *Special Instructor in Physical Therapy*

Sharon Marich, P.T. *Special Instructor in Physical Therapy*

Claire McCarthy, P.T., M.S. *Adjunct Associate Professor in Physical Therapy*

Gerald Koocher, Ph.D. *Lecturer in Psychology*

Elizabeth Kozlowski, P.T. *Special Instructor in Physical Therapy*

Michael Ward, P.T. *Special Instructor in Physical Therapy*

Department of Physics

Physics probes the basic laws governing the physical universe, from the realm of the galaxies to the subatomic microcosm. Its fundamental principles apply to these worlds, and to chemical and biological systems as well. The subfields of physics (such as optics, electromagnetism, and nuclear physics) provide an understanding of the phenomena of our physical environment, and underlie the common technology that increasingly forms part of that environment.

The physics curriculum is designed to give physics concentrators a strong preparation in the various subfields of physics, and to allow concentrators in other sciences to pursue the application of physical principles to their own fields of study. Physics concentrators prepare for careers in teaching or research; graduate study is required for college teaching and senior research positions.

The physics courses are divided into three levels: introductory (with course numbers in the 110's), intermediate (numbered in the 120's), and advanced (numbered in the 130's). Phy. 110, 111, and 115 are designed as introductory courses for nonscience students and for science students with little mathematical preparation. Also for nonscience students are introductory courses in astronomy and geology. Phy. 112, 113 is the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other introductory courses, it is a prerequisite to the intermediate and advanced courses. In addition, there is an introductory sequence of courses in electronics and microcomputers, Phy. 118, 119, given in conjunction with the Applied Computer Science Program. Students interested in the concentration in applied computer science should consult page 85.

Mth. 120 and Phy. 112, 113 are prerequisite to most intermediate courses. Each advanced course extends the work of one of the intermediate courses, and is designed for the physics major or minor who wishes to pursue in depth some subfield of physics. The decision as to which intermediate and advanced courses are given each year is made in response to the needs of the students.

Concentration in Physics

The required courses are Mth. 110, 111, and 120; Phy. 112, 113; either Phy. 125 or Mth. 121; and six more semester courses in physics, for a total of 12 semester-long courses in mathematics and physics. Of the total of 12 semester-long courses, one or two will be independent study in physics.

Interdepartmental Concentrations

Interdisciplinary programs are available for students who wish a career in a related field, such as astronomy, mathematics, or chemistry. Such programs can be worked out in consultation with a Physics Department adviser. An example of a program that combines mathematics and physics is the following: Mth. 110, 111, Calculus I, II; Phy. 112, 113, Fundamentals of Physics; Mth. 120, Calculus III; Mth. 121, Calculus IV, or Phy. 125, Calculus in the Physical Sciences; two intermediate physics courses (numbered in the 120's); two more math courses above Mth. 111; and two more courses in physics and/or mathematics.

An example of a program that combines chemistry and physics follows:

First year

Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 110	Calculus I
Mth. 111	Calculus II

Second year

Phy. 112, 113	Fundamentals of Physics
Chm. 125	Organic Chemistry II
Chm. 126	Analysis and Equilibrium
Mth. 120	Calculus III

Third year

Chm. 131	The Equilibrium State
Chm. 132	Structure and Change
Phy. 120	Waves and Optics
Phy. 121	Modern Physics

Fourth year

Chm. 144	Advanced Physical Chemistry
Phy. 123	Electricity and Magnetism
Phy. 131	Quantum Theory and Applications

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration plus a course in astronomy and a course in chemistry.

In cooperation with Dartmouth College and Boston University, Simmons offers bachelor degree programs in engineering, which are described on page 89.

Prerequisites. In order to concentrate in physics, a student must complete Phy. 112, 113 and Mth. 110, 111 by the end of the second year and Mth. 120 by the middle of the third year.

Courses

Astronomy

Ast. 110-2 Introduction to Astronomy 4 sem. hrs.

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. Field trips and laboratory.

Geology

Geo. 110-1 Introduction to Geology 4 sem. hrs.

The structure, history, and development of earth's crust, including such topics as weathering and erosion, volcanism, continental drift, and mountain building. The dating and mapping of past events. Field trips and laboratory.

Physics

Phy. 110-1, 111-2 Introductory Physics 4 or 8 sem. hrs.

Prereq.: secondary school algebra. (Phy. 110 is prereq. to Phy. 111.)

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory.

Phy. 112-1, 113-2 Fundamentals of Physics 4 or 8 sem. hrs.

Prereq. or concurrent: Mth. 110, 111. Freshmen must obtain consent of the instructor. (Phy. 112 is prereq. to Phy. 113.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory.

Phy. 115-1 Nuclear Energy 4 sem. hrs.

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar), with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory.

Phy. 118-2 Digital Electronics and Microcomputer Programming 4 sem. hrs.

An introduction to digital electronics aimed at an understanding of the basic elements and functioning of a microcomputer, followed by an introduction to machine language programming. Topics include digital variables, Boolean algebra, binary numbers and arithmetic, basic logic gates, higher level logic circuits and their relation to computer calculation and memory circuits. Microcomputer architecture. Machine instructions for data transfer, control, arithmetic operations, and input/output. Weekly laboratory.

Phy. 119-1 Analog Electronics and Microcomputer Interfacing 4 sem. hrs.

Prereq.: Phy. 118.

Analog electronics, with special emphasis on circuit characteristics that are important in interfacing computers with external devices. Passive components and Kirchoff's laws. Operational amplifiers, comparators, and digital-to-analog and analog-to-digital converters. Microcomputer techniques for supporting external devices. Weekly laboratory.

Phy. 120 Waves and Optics 4 sem. hrs.

Prereq.: Phy. 113.

The properties of waves, such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory.

Phy. 121 Modern Physics 4 sem. hrs.

Prereq.: Phy. 113, Mth. 120.

The wave and particle natures of light and matter, relativity, and introduction to quantum theory. Topics selected from atomic, nuclear, solid state, and statistical physics. Weekly laboratory.

Phy. 122 Mechanics 4 sem. hrs.

Prereq.: Phy. 113 or consent of the instructor. Prereq. or concurrent: Mth. 120.

The fundamental principles of Newtonian mechanics: the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion, and the dynamics of a system of particles. Occasional laboratory.

Phy. 123 Electricity and Magnetism 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 120.

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, and Maxwell's equations. Occasional laboratory.

Phy. 124 Thermodynamics and Statistical Physics 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 120.

The statistical description of macroscopic systems. Equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

Phy. 125 Calculus in the Physical Sciences 4 sem. hrs.

Prereq.: Phy. 112 and Mth. 120.

Topics in the calculus studied for their applications to physical systems, such as line and surface integrals. Stokes's and Green's theorems, ordinary differential equations, and Fourier series.

Phy. 126 Electronics 4 sem. hrs.

Prereq.: Phy. 113 or 119.

Diodes and transistors; diode and transistor models and circuits. Analysis of linear circuits and systems, response functions, and frequency response. Applications, including such topics as modulation and detection, noise, transducers, and instrumentation. Weekly laboratory.

Phy. 131 Quantum Theory and Applications 4 sem. hrs.

Prereq.: Phy. 121 and Mth. 121 or Phy. 125.

The basic concepts of nonrelativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

Phy. 132 Advanced Mechanics 4 sem. hrs.

Prereq.: Phy. 122 and Mth. 121 or Phy. 125.

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

Phy. 133 Advanced Electromagnetism 4 sem. hrs.

Prereq.: Phy. 123 and Mth. 121 or Phy. 125.

Maxwell's equations, electromagnetic waves, fields and potentials of a moving charge, radiating systems, electric and magnetic properties of matter, and introduction to relativistic electrodynamics.

Phy. 135 Mathematical Methods of Physics 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 121 or Phy. 125.

Topics used in advanced physics and chemistry courses, emphasizing applications. Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, and complex integration.

Phy. 250 Research in Physics 4 or 8 sem. hrs.

Open only upon invitation.

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

Phy. 255 Independent Study 4 sem. hrs.

Members of the Department.

Phy. 260 Individual Study 4 sem. hrs.

Members of the Department.

Faculty

Edward Prenowitz, A.M. *Professor of Physics, Chairman of the Department of Physics, and Coordinator of the Applied Computer Science Program*

Robert Carey Vernon, Ph.D. *Professor of Physics*

Norma Mosby *Secretary for the departments of Mathematics and Physics*

Department of Psychology

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include man's physiological functioning, his prolonged period of emotional and intellectual development, his complex learning capacities, and his existence in a sociocultural surrounding. Since psychological approaches to the study of man are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge and interest of psychology lies in the opportunity it presents to the student to grow as a person who understands herself and others, and to gain systematic knowledge of human behavior as a whole.

Concentrators in psychology may seek employment in a wide variety of positions after graduation. Possible positions include: test administrator, research worker, counselor, personnel interviewer, or case aide. If a student selects appropriate courses, she may work in a school system testing children, work as a rehabilitation or psychiatric counselor, teach psychology in a secondary school, or work in agencies of the state or federal government. Psychology graduates may work as researchers in such areas as physiological psychology, medicine, child development, business administration, survey research, clinical psychology, or human factors.

Although such career opportunities are often available to B.A. graduates, the professional degree in most research and applied fields of psychology is the M.A. or Ph.D.

Combining a concentration in psychology with a concentration or sequence of courses in some other discipline may open the way to interesting careers. At the present time, there are established sequences in

quantitative psychology that combine mathematics and psychology, and in art therapy that combine art and psychology. Other fields that recent students have combined with psychology successfully are education, biology, management, communications, philosophy, and English. For specific sequences that integrate psychology with other fields for particular purposes, a student should consult with the Psychology Chairman or her adviser. An undergraduate psychology concentration can also be good preparation for graduate work in other areas, including organizational behavior, social work, hospital administration, educational counseling, and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education, is open to qualified concentrators interested in teaching psychology at the high school level.

Concentration in Psychology

Requirements. The relatively small required core of courses makes psychology an ideal concentration to combine in various ways with applied and related areas, such as management, education, biology, etc. The required courses are as follows:

- Mth. 108 Introductory Statistics
- Psy. 120 Introduction to Psychology
- Psy. 131 Physiological Psychology
- Psy. 133 The Analysis of Behavior
- Psy. 352 History and Systems of Psychology

To insure that students receive sufficient breadth across substantive areas, as well as some depth within at least one area, the Department also requires that each concentrator successfully complete a minimum of four courses (16 semester hours), with at least one course chosen from each of the following areas:

Basic Processes

- Psy. 245 Appetite, Obesity, and Anorexia
- Psy. 332 Research and Applications in Biopsychology
- Psy. 334 Quantitative Analysis of Behavior
- Psy. 345 Learning and Cognition
- Psy. 346 Psychology of Motivation
- Psy. 347 Perception

Social and Developmental

- Psy. 135 Developmental Psychology
- Psy. 136 Psychology of Adolescence
- Psy. 140 Social Psychology
- Psy. 143 The Psychological and Sociocultural Aspects of Aging

Clinical and Personality

- Psy. 125 The Female Experience
- Psy. 130 Introduction to Personality
- Psy. 137 The Nature of Abnormal Behavior
- Psy. 341 Principles of Psychological Tests and Measurements
- Psy. 342 Seminar in Clinical Psychology
- Psy. 344 Theories of the Person

Upper-Level Courses

- Psy. 336 Seminar in the Psychology of the Disturbed Child and Adolescent
- Psy. 338 Statistical Methods in Psychological Research
- Psy. 342 Seminar in Clinical Psychology
- Psy. 344 Theories of the Person
- Psy. 345 Learning and Cognition
- Psy. 346 Psychology of Motivation
- Psy. 347 Perception
- Psy. 348 Language Development and Thought
- Psy. 349 Social and Emotional Development
- Psy. 353 Individual Intelligence Testing

Thus, each psychology concentrator must complete 32 semester hours in psychology as well as four hours in statistics. In addition to these 36 semester hours, all concentrators must satisfy the College requirement of eight semester hours of independent study; normally, at least four hours of independent study should be in psychology.

Prerequisites. Psy. 120, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

Recommendations. Students considering a concentration in psychology are advised to take Psy. 120, Introduction to Psychology, and Mth. 108, Introductory Statistics, during their freshman year. The order in which these courses are taken is not important. Because some background in natural science is of significant value to students who plan a career in psychology, they are advised to consider at least one course in biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. In general, the Department encourages flexible and individualized course planning of electives both within and without the field of psychology. Students should consult the Department Chairman or their adviser to arrange programs that meet their particular needs.
2. A student planning a career in working with children, such as early childhood education, counseling, child guidance, or research should take Psy. 135, Developmental Psychology; Psy. 348, Language Development and Thought; Psy. 349, Social and Emotional Development; and Psy. 341, Principles of Psychological Measurement.
3. A student planning a career in a hospital setting or one in which physiological research may be involved, should take Psy. 332, Research and Applications in Biopsychology; Psy. 347, Perception; and at least part of her depth requirement in biology and/or chemistry.

4. A student who is interested in a career in behavioral research, human factors, or automated instruction and computer programming should combine the concentration in psychology with a depth in mathematics. She should take Psy. 338, Statistical Methods of Psychological Research, and at least two of the following: Psy. 334, Quantitative Analysis of Behavior; Psy. 345, Learning and Cognition; Psy. 346, Psychology of Motivation; and Psy. 347, Perception. Students are also encouraged to attain some competence in relevant areas of mathematics. The selection of courses in mathematics commensurate with the student's background and interests should be discussed with Teresa Carterette, Chairman of the Department of Psychology.
5. A student with career interests in the clinical and personality area should take either Psy. 130, Introduction to Personality; Psy. 137, Abnormal Psychology; or both. In addition, Psy. 342, Seminar in Clinical Psychology, and Psy. 344, Theories of the Person, are recommended.
6. A student planning a career in social service or human resource development should choose her psychology electives from among the following courses: Psy. 125, The Female Experience; Psy. 130, Introduction to Personality; Psy. 137, The Nature of Abnormal Behavior; Psy. 140, Social Psychology; Psy. 143, The Psychological and Sociocultural Aspects of Aging; Psy. 148, The Human Environment; Psy. 341, Principles of Psychological Testing; Psy. 344, Theories of the Person; and Psy. 346, Psychology of Motivation.

Honors in Psychology. Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 16.

In addition to the courses described in the concentration in psychology, the honors student must complete Psy. 265, Honors Program: Senior Thesis. This course will also satisfy four semester hours of the independent study requirement.

Courses

Psy./Bio. 109-2 Biology and Psychology of Women 4 sem. hrs.

Not a prerequisite for further courses in the Biology or Psychology departments.

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data, including experiments, will be emphasized. *Couloupoulos, Williams.*

Psy. 120-1, 2 Introduction to Psychology 4 sem. hrs.

Contemporary approaches to the scientific study of behavior and neural processes. Theories and research topics range from maturation and development, learning, and social psychology to mental disorders. Discussion sections include experiments and psychology's relevance to everyday life. *Members of the Department.*

Psy. 125-2 The Female Experience 4 sem. hrs.

Prereq.: Psy. 120.

An exploration of the psychology of the female experience, which will be considered from the psycho/biological, sociological, and contemporary points of view. The course will emphasize the development of the individual identity and will utilize the group dynamic approach. *Moore.*

Psy. 130-1 Introduction to Personality 4 sem. hrs.

Prereq.: Psy. 120.

A survey of various theoretical approaches to the study of personality development and dynamics, including psycho-analytic, behaviorist, and self theories. Consideration of selected empirical work and assessment techniques. Lecture and discussion. *Gentile.*

Psy. 131-1 Physiological Psychology 4 sem. hrs.

Prereq.: Psy. 120.

Consideration of the ways in which behavior and experience are related to physiological mechanisms, and may be modified through physiological means. Topics include basic neuroanatomy and neurophysiology, receptor and response systems, and the physiological bases of sleep and alertness, motivation, emotion, learning, and cognitive processes. Lectures and labs.

Psy. 133-1 The Analysis of Behavior 4 sem. hrs.

Prereq.: Psy. 120, Mth. 108.

Experimental methods used in the study of psychological processes that underlie animal and human behavior. Special attention is given to the principles of behavior modification and to theories of learning and memory.

Psy. 135-1, 2 Developmental Psychology 4 sem. hrs.

Prereq.: Psy. 120.

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Grayson, Coulopoulos.*

Psy. 136-1, 2 Psychology of Adolescence 4 sem. hrs.

Prereq.: Psy. 120.

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Lectures, discussion sections, and research projects. *Grayson.*

Psy. 137-1, 2 The Nature of Abnormal Behavior 4 sem. hrs.

Prereq.: Psy. 120.

Enrollment: normally open to juniors and seniors; others with permission.

Exploration of the nature and dynamics of neurosis, psychosis, depression, and other related modes of psychological functioning. Emphasis is placed on the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Lectures and discussion. *Castle.*

Psy. 140-1 Social Psychology 4 sem. hrs.

Prereq.: Psy. 120.

Behavior as it is influenced by other people and social situations. The study of social influence, person perception, interaction, attitude change, and group dynamics. Lecture and discussion. *Gentile.*

[Psy. 143-1 The Psychological and Sociocultural Aspects of Aging 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Psy. 120.

An examination of how past experience, cultural values, and social roles may influence behavior in the latter half of the human cycle. Lectures, discussion, and research projects. *Grayson.*

Psy. 148-2 The Human Environment 4 sem. hrs.

Prereq.: Psy. 120 or 140 and consent of the instructor.

Social processes and institutions will be examined in an effort to understand how people function in the human environment. Common patterns and styles of interacting with others will be studied across a range of situations using principles and methods of social psychology. Particular attention will be given to how individuals function in social, industrial, medical, educational, and legal environments. *Gentile.*

Psy. 245-2 Appetite, Obesity, and Anorexia 4 sem. hrs.

Prereq.: Psy. 120.

The varied causes, consequences, and treatments of obesity and anorexia are examined carefully in an effort to understand the origins of appetite and its roles in the regulation of food consumption and body weight. Study of the interaction between environmental cues, physiological processes, past experiences, and psychological states in determining food preferences and patterns of eating. *Thomas.*

Psy. 250-1, 2 Independent Study in Psychology 4 sem. hrs.

Prereq.: Psy. 120 and consent of the instructor.

Members of the Department.

Psy. 260-1, 2 Individual Study in Psychology 4 sem. hrs.

Prereq.: Psy. 120 and consent of the instructor.

Members of the Department.

Psy. 265-1, 2 Honors Program: Senior Thesis 4 sem. hrs.

Prereq.: Psy. 250, 260, 338, and consent of the Department.

For candidates for honors in psychology. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

Psy. 280-0 Field Work in a Psychological Setting 8 sem. hrs.

Prereq.: Psy. 120 and consent of the instructor.

Enrollment: senior standing.

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. *Carterette.*

Psy. 332-2 Research and Applications in Biopsychology 4 sem. hrs.

Prereq.: Psy. 131.

Participation as a member of a small research team in all phases of a laboratory study of such areas as sleep, biorhythms, or biofeedback. Seminar discussions of current evidence regarding related issues in biopsychology and behavioral medicine. *Thomas.*

Psy. 334-2 Quantitative Analysis of Behavior 4 sem. hrs.

Prereq.: Psy. 133.

Experimental methods used to investigate sensory discrimination, subjective scales, and memory processes, with special attention to the role of decision behavior. The application of computers in psychological research. *Carterette.*

Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent 4 sem. hrs.

Prereq.: Psy. 135 or 136.

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research, and therapies related to these experiences. Lectures, discussion, and research projects. *Grayson.*

Psy. 338-2 Statistical Methods in Psychological Research 4 sem. hrs.

Prereq.: Mth. 108, Psy. 120.

Discussion of the relationship between statistics and experimental methods, and the assumptions underlying analysis of variance designs. Applications to psychological data. *Carterette.*

Psy. 341-1 Principles of Psychological Tests and Measurement 4 sem. hrs.

Prereq.: Psy. 120, Mth. 108.

The nature, uses, and limitations of the fundamental varieties of psychological measurement. Included are tests relevant to educational settings, personnel, and management, with emphasis on the relevance of tests and assessment techniques. Practice in test construction and administration is included. *Gentile.*

Psy. 342-1 Seminar in Clinical Psychology 4 sem. hrs.

Prereq.: Psy. 137 and consent of the instructor.

Enrollment: limited to 15 students.

Introduction to the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. *Givens.*

Psy. 344-2 Theories of the Person 4 sem. hrs.

Prereq.: Psy. 120 and consent of the instructor.

Enrollment: limited to 15 students. Normally open to juniors and seniors only.

Theoretical analysis of the psychological foundations of the person. Readings in Freud and other dynamic theorists. Emphasis on the analysis of normality and the conscious and unconscious processes that sustain it. Seminar format with discussion and individual presentations. *Castle.*

Psy. 345-1 Learning and Cognition 4 sem. hrs.

Prereq.: Psy. 120.

Associationist and cognitive theories of learning and memory processes. Possible topics for student papers include behavior modification; the relation between culture and cognition; programmed or computer-based instruction; language acquisition and thinking; and the effect of aging on learning and memory. *Carterette.*

Psy. 346-2 Psychology of Motivation 4 sem. hrs.

Prereq.: Psy. 120.

Enrollment: normally open to juniors and seniors only.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to sex differences in motives and their expression. *Couloupoulos.*

[Psy. 347-1 Perception 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Psy. 120.

Consideration of the nature of conscious processes, the question of levels of consciousness, the bases of accurate perception, and factors contributing to perceptual distortion and disability. The relationship between the physical world, with which we must interact, and the perceptual world, to which we respond, will be studied. *Thomas.*

[Psy. 348-2 Language Development and Thought 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Psy. 135.

The child's acquisition of language in relation to contemporary theories of cognitive development, thought, and psycholinguistics. Cross-cultural, child care, and educational issues are also highlighted. Discussion groups integrated with lectures and research projects.

Psy. 349-2 Social and Emotional Development 4 sem. hrs.

Prereq.: Psy. 135.

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and ethnic influences on these developments will be explored. Lectures, discussion groups, and research projects. *Grayson.*

Psy. 352-1, 2 History and Systems of Psychology 4 sem. hrs.

Prereq.: Psy. 120 and at least two other psychology courses.

Enrollment: normally open to seniors only. Consent required.

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. *Castle.*

Psy. 353-1 Individual Intelligence Testing 4 sem. hrs.

Prereq.: Psy. 341 and consent of the instructor.

Enrollment: limited.

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Stanford-Binet, WAIS, and WISC-R tests. A student who passes this course with a satisfactory record will be qualified as an individual administrator of these tests. *Couloupoulos.*

Psy. 443-2 The Psychological Aspects of Adulthood and Aging 2 sem. hrs.

Prereq.: Graduate standing.

A critical analysis of current theories and research related to the psychosocial aspects of adulthood and aging. Concepts underlying behaviors in the latter half of the life cycle are evaluated; their relevance to the implementation of primary health care nursing practice will be assessed through clinical case studies and literature critiques. Lectures and case studies. *Grayson.*

Faculty

Teresa Sosa Carterette, Ph.D. *Professor of Psychology and Chairman of the Department of Psychology*

• Donald William Thomas, Ph.D. *Professor of Psychology*

Diane T. Couloupoulos, Ph.D. *Professor of Psychology*

Peter Watson Castle, Ph.D. *Associate Professor of Psychology*

Barbara F. Gentile, Ph.D. *Associate Professor of Psychology*

Lillian M. Grayson, Ph.D. *Associate Professor of Psychology*

Helen B. Moore, Ph.D. *Special Instructor in Psychology*

Roberta Wayne *Secretary for the Department of Psychology*

Associates, 1982-83

Evelyn K. Clark, B.S. *Associate in Psychology*
Children's Hospital Medical Center, Boston

Suzanne Pratt, M.Ed. *Associate in Psychology*
Cambridge-Somerville Mental Health and Mental Retardation Program

Stanley P. Rosenzweig, Ph.D. *Associate in Psychology*
Day Treatment Center
Veterans' Administration Hospital, Boston

* *On sabbatical leave first semester 1982-83.

Department of Sociology

The sociology curriculum is designed to offer students a perspective on understanding human social existence and the consequences of social experiences. The Department welcomes the enrollment of all interested students in its courses, as the sociological mode of understanding may be valuable to both concentrators and nonconcentrators in various ways.

A concentration in sociology prepares students for careers in research and selected applied fields, such as industrial relations, urban planning, medical sociology, and development projects. Sociology is complementary to careers in international relations, human services, government, law, journalism, and a whole range of other fields. Additionally, sociology serves as a preparation for graduate study in sociology, anthropology, and related fields such as international relations, government, and law. Students concentrating in another department who elect to take several sociology courses should consult with their departmental advisers and with the Sociology Department faculty to develop a sequence of sociology courses relevant to their interests.

Concentration in Sociology

Requirements. The concentration in sociology is designed to permit each student to develop a combination of courses that derives its coherence from the topic or career area of interest to the student. The Department requires that each concentrator develop a focus for her program of study in consultation with Departmental members. Each new concentrator, therefore, is required to submit a statement explaining her focus of interest, and should include a tentative plan of course study. This statement is discussed with the Department and reviewed periodically by the student's adviser. The intent of this process is not to evaluate students, but rather to allow each concentrator to identify her interests and the manner in which the Department can best facilitate her educational program.

Each concentrator is required to complete 36 semester hours in sociology and eight semester hours in independent studies in sociology. The 36 semester hours are made up of Soc. 118, 150, 151, either Soc. 119 or 120, a course in Afro-American studies, and three other sociology courses in a disciplinary or substantive area. These courses are selected jointly by the student and her adviser, with selection based on the student's special areas of interest. Many of the courses in the Department provide field experiences, which allow students to apply course material to a variety of social environments.

Required Core (24 Semester Hours)

Soc. 118
Soc. 119 or 120
Soc. 150 (two semesters)
Soc. 151
Soc. 124, 125, or any other course in Afro-American studies approved by the Department.

Any Three (12 Semester Hours)

Soc. 119 (if not taken in core)
Soc. 120 (if not taken in core)
Soc. 121-149 (any courses) and Soc. 152
Soc. 260

Additionally, Mth. 108, Introductory Statistics, is highly recommended.

Independent Studies. Ordinarily, all students will fulfill the independent study requirement in their senior year by taking Soc. 240, Senior Integrative Seminar, followed in the second semester by one of the following courses: Soc. 250, Independent Study in Sociology; or Soc. 280, Field Work in Sociology. Students may also take Soc. 270, Internship, for an additional eight hours of independent study, but Soc. 270 does not replace the Soc. 240 and Soc. 250/280 combination for independent study in sociology.

Honors Program. Students who apply for and are admitted into the honors program in sociology can meet their independent studies requirement through Soc. 255, Honors Thesis (8 sem. hrs.).

Candidates for honors in sociology are expected to fulfill the College requirements designated on page 16. Students interested in the honors program should consult with Department faculty members about their eligibility and application procedures. Applications are generally received at least three weeks in advance of registration for the beginning semester of the honors program. Candidates must have attained at least a grade of B in all sociology courses to be considered for the honors program.

Interdepartmental Concentrations

The Department of Sociology, in keeping with the educational philosophy of the College, recognizes the need for and encourages students to adopt interdepartmental concentrations. There are a number of programs and opportunities for interdepartmental concentrations at the College. Some are already structured; others are easily developed to suit the educational needs of students. Students who have a particular interest in a topic may find an interdisciplinary approach best for a more meaningful and comprehensive understanding of that topic.

The concentrations that are already structured to relate to sociology are communications and secondary education. Students who elect communications or secondary education as a concentration may adopt sociology as the second academic concentration required by those departments.

Interdepartmental concentrations may also be developed for students in sociology with other liberal arts or professional fields, such as philosophy, government, history, economics, American studies, international relations, management, and nutrition. Most of these departments encourage interdepartmental concentrations with sociology and other fields.

Students may develop their interdepartmental programs in both the presently structured programs and the unstructured opportunities in the following ways:

1. Students may elect to undertake two full academic concentrations; or
2. Students may elect a concentration in one department together with a combination of courses in another department or departments, thereby often fulfilling many of the distribution and depth principles as well as leading to the equivalent of an additional concentration.

Students interested in interdepartmental concentrations should discuss their plans with a member of the Department.

Sociology-Human Services Interdepartmental Concentration

The interdepartmental concentration in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society.

The interdepartmental concentration will enable the student to use the insights of sociology to better understand the role of human services in modern society. It will offer her an opportunity to consider the intended and unintended consequences of rational policy making, the cultural assumptions behind social service practice, the issues related to institutionalized caretaking, and other issues that form the relationship between human services and sociology. The program is structured to allow those who are interested in the study of sociology to expand their career opportunities within the human services professions.

The program entails 52 semester hours that fulfill the requirements of both concentrations. This will include the five required human services core courses, the five required core courses in sociology, three electives in sociology (normally Soc. 133, 134, and one other elective in sociology), a course in Afro-American studies, Soc. 240, and an eight-semester-hour internship that will be supervised by faculty members from both departments. Students with this interdepartmental concentration will also be assigned advisers from both departments.

Courses

Soc. 118-1, 2 Introduction to Sociological Thought 4 sem. hrs.

An introduction to the emergence and development of sociological thought and analysis, and to the basic concepts and theoretical approaches of sociology. The course will relate these concepts and approaches to selected social issues in American and other societies.

(Soc. 118 is a prerequisite for all courses offered in the Department, with the exception of Soc. 121.)

Soc. 119-2 Comparative Industrial Societies 4 sem. hrs.

The importance of comparative studies. Focus on common cultural and structural requirements of industrial societies. Social and behavioral consequences of industrial social systems, with specific attention to alienation, work and leisure, and problems of freedom and control. Comparative case studies: United States and Soviet Union. Future of industrial societies.

Soc. 120-1 Comparative Non-Industrial Societies 4 sem. hrs.

The importance of comparative studies. Focus on transformation of nonindustrial systems in non-Western areas of the world. Emergence of national state systems in the postcolonial period and problems of development. Common cultural and structural problems and their social consequences. Impact of world system dominated by the industrialized societies. Comparative case studies in various areas of the world: Middle East, Latin America, Africa, Asia.

Soc. 121-1 Anthropology: Its Foci and Scope 4 sem. hrs.

Historical roots of anthropology and its relationship to colonialism; present definition of anthropology and its foci and scope; comparison of anthropological and sociological perspectives; evolution of the human species; culture prehistory. Emphasis on anthropology and the study of contemporary societies with cross-cultural case studies. (No prerequisite required.)

Soc. 122-1 Womanhood: A Sociological Perspective (Seminar) 4 sem. hrs.

Prereq.: consent of the instructor.

A seminar that considers the life experiences of women of different races, classes, and cultural traditions. These experiences are used to test the validity of feminist theory. Consideration given to both intimate life experiences and the tradition of militant collective action.

Soc. 123-2 Sociology of Education 4 sem. hrs.

The contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

Soc. 124-1 The Black Experience in America 4 sem. hrs.

A sociological examination of the dimensions and patterns of the Afro-American experience in historical and contemporary perspective.

Soc. 125-2 Race, Ethnicity, and Minorities 4 sem. hrs.

Concepts of race, ethnicity, and minorities defined. Theories of prejudice, discrimination, and racism examined. Development of theoretical frameworks for understanding minority statuses and rights in modern, secular, and pluralistic societies within national and international dimensions. Case studies.

Soc. 126-2 Sociology of Health 4 sem. hrs.

Comparative study of the influence of society on the emergence of health care systems, including the development of the health professions. Sociological examination of contemporary and ethical issues in health care delivery.

Soc. 127-1 Sociology of the World System 4 sem. hrs.

Sociological aspects of the world system; structural and cultural variables generated by or in response to the formation of the world system; and interplay of these variables in international politics and relations. Among the topics to be covered are formation of the world system; nation-state competitions within world interdependence; militarism; North-South debate; emergence of new transnational classes of multinational executives and Third World Labor; minorities as transnational actors in international relations; and problems of stability and order in the changing world organization.

[Soc. 128-2 Criminology 4 sem. hrs. Not offered in 1982-83.]

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus will be on major theories of criminal and deviant behavior; various cultural responses to crime; and issues of treatment, punishment, and rehabilitation.

[Soc. 129-2 Small Group Behavior 4 sem. hrs. Not offered in 1982-83.]

Examination of various theories of small group behavior. The latter part of the course will focus on the observation and analysis of group process, thus relating theoretical and observational components.

[Soc. 130-1 Polity and Society 4 sem. hrs. Not offered in 1982-83.]

Types of polity and theories of power and authority. Ideologies and political parties; conflict resolution. Emergence of mass control, terror, violence, and institutionalized force in modern polities and societies. Freedom and control in modern polities. Case studies.

Soc. 131-2 Women in Social Movements 4 sem. hrs.

A sociological examination of the roles women have played in a variety of social movements, such as the American labor, civil rights, welfare rights, and women's liberation movements. The course will also provide comparative analyses of women in revolutionary societies and the relationship of women to pacifist and socialist movements. Autobiographical films and historical materials will be used extensively to complement and illustrate the relevant sociological literature.

Soc. 133-1 Family and Society 4 sem. hrs.

Comparative study of the family. Consideration of the family as an institutional structure in relation to the larger society. Focus on changing structures and functions, including changes from nonindustrial to industrial societies.

Soc. 134-2 Sociology and Social Policy 4 sem. hrs.

Sociological study of the formulation of social policy and the contemporary uses of sociology in designing social policy.

[Soc. 135-1 American Society 4 sem. hrs. Not offered in 1982-83.]

Ideological and structural foundations of American society. Ethnic, linguistic, sectarian, and class subcultures and identities. Examination of major institutional structures and forms of social organization. American value-goals and group life-chances.

Soc. 136-1 Women and Health: Sociological Issues (Seminar) 4 sem. hrs.

Prereq.: consent of the instructor.

A seminar on the social and cultural factors influencing women's health. Focus on women as providers and recipients of health care in the United States and other societies. Impact of the women's health movement on issues such as childbirth, occupational health, and mental illness.

[Soc. 137-1 Urban Sociology 4 sem. hrs. Not offered in 1982-83.]

Sociological contributions to understanding of the contemporary city and selected urban issues, using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities, factors in city growth, and social ecology of the city. Field work placement in Boston.

[Soc. 142-2 Complex Organizations 4 sem. hrs. Not offered in 1982-83.]

Complex organizations as major forms of social organization in contemporary society: problems and functions. Nature and types of complex organizations; connections between organizations and the larger social context. Internal structure of complex organizations such as peer groups, hierarchical relations, processes of communication, management, recruitment, and control. Complex organizations and their publics: an evaluation of social effectiveness and accountability.

[Soc. 149-2 Seminar in Selected Topics in Sociology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: consent of the instructor.

Each year the course will offer an intensive examination of a selected topic in sociology. The topic will be announced in advance of registration.

Soc. 150-1 Sociological Theory: Classical and Contemporary 4 sem. hrs.

The development of sociological theory as a response to the Industrial and French revolutions. The intellectual foundations of main theoretical schools of thought in sociology, such as functionalism, social behaviorism, and conflict theory. Major theorists in each school: Durkheim, Weber, Marx, Merton, Parsons, Berger, Coser, etc. Theory and explanation. Uses of theory to understand and explain varieties of social behavior, issues, and social systems.

Soc. 151-0 Research Methods in Sociology 4 sem. hrs.

A two-semester course (four credit hours each semester) required of all sociology concentrators. The organization of this course proceeds from the educational philosophy that one learns how to do something best by doing it and by surrounding oneself with others of shared interests. Students familiarize themselves with the rich tradition of social research by considering the relationship of research to theory, values, social policy, and politics. During the first semester, students read and evaluate several published studies by considering their content, the assumptions of the researchers, and the implications of the work. During the second semester, students concentrate on their own work. Each student designs and implements a research project and writes a major research paper.

[Soc. 152-2 Advanced Sociological Theory 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Soc. 150.

The course will entail a comprehensive analysis of the principal theoretical perspectives in sociology as well as their application to the study of contemporary social, political, and cultural concepts and systems. Students are expected to read critically several works by major theorists.

Soc. 240-1 Senior Integrative Seminar 4 sem. hrs.

Integration and application of a concentrator's understanding of the discipline of sociology. Major issues relevant to the potentials and limitations of the social sciences.

(Required for all concentrators who have not otherwise been approved by the Department for Soc. 255. Students will follow this seminar with Soc. 250 or 280 in the second semester.)

Soc. 250-1, 2 Independent Study in Sociology 4 sem. hrs.

Prereq.: Soc. 240.

Soc. 255-0 Honors Thesis 8 sem. hrs.

Prereq.: consent of the Department.

Soc. 260-1, 2 Individual Study in Sociology 4 sem. hrs.

Prereq.: consent of the instructor. (Does not fulfill College independent study requirement.)

Soc. 270-1, 2 Internship in Sociology 8 or 16 sem. hrs.

Prereq.: consent of the Department.

Soc. 280-1, 2 Field Work in Sociology 4 sem. hrs.

Prereq.: Soc. 240.

Faculty

Stephen D. London, Ph.D. *Professor of Sociology and Chairman of the Department of Sociology*

***Elaine Catherine Hagopian, Ph.D.** *Professor of Sociology*

Rachel Forman, Ph.D. *Assistant Professor of Sociology*

Caryl Goodman, Ph.D. *Assistant Professor of Sociology*

Mary Osirim, M.A. *Instructor in Sociology*

Ruth O. Hirsch, A.B. *Secretary for the departments of History and Sociology*

*On sabbatical leave entire year 1982-83.

Interdepartmental Concentrations

Afro-American Studies

The objectives of the Afro-American Studies Program are to infuse materials on the black experience into all relevant courses and programs in the Simmons College curriculum, and to stimulate the continuing development of courses and research in which the primary focus is the black experience.

Of equal importance are its aims of increasing the awareness of all students of the black experience; encouraging students to pursue Afro-American studies in relation to a field of concentration; and providing all students with a basic sequence of courses that includes a common body of subject matter related to the black experience.

Individual Student Program Planning

Students interested in pursuing Afro-American studies may include courses in the black experience in their programs in the following ways:

1. elective courses;
2. depth sequence (24 semester hours in Afro-American studies);
3. an interdisciplinary program according to the principles of the OPEN Program (see page 14);
4. a joint concentration with another academic department, i.e., history, sociology, etc.; and
5. other joint concentrations arranged on an individual basis.

Students will be expected to fulfill all requirements for the baccalaureate degree and to include in their programs a concentration in one of the disciplines or professional fields offered by the College.

All students will be expected to plan their programs in consultation with the Director of Afro-American Studies and their departmental or faculty adviser.

Each student wishing to include Afro-American studies in her program will normally be required to enroll in Afro-Amer. St. 110, 111, a two-semester basic survey of the history and issues of the black experience in Africa and the Americas.

Afro-Amer. St. 110, 111 Introduction to Afro-American Studies 4 sem. hrs. each semester.

Designed to provide students with an interdisciplinary and integrative view of the black experience. Selected topics on the black experience, including African background, the European exploration and colonization of Africa and the New World, and the black experience in the Americas (North and South) and its relationship to the rise of the Third World. Courses may be taken independently of each other.

Further courses on the black experience may be elected in relation to the student's field of concentration from the following course offerings.

Art 150	Art History From a Black Perspective
Edu. 314	The Teaching of Afro-American and Other Ethnic Groups
Eng. 176	Black Fiction in America
Eng. 177	Modern American Black Poetry and Drama
Eng. 377	Problems in the Contemporary Black Novel in America
Gov. 130	Political Development
Gov. 154	Problems in Urban Politics
His. 152	Race and Society
His. 159	The Afro-American Experience From Colonial Times to the 1960s
His. 177	African Roots of American History
His. 247	Du Bois: Seminar
Mgt. 126	The Black Community and Organizational Design
Mus. 140	History of Afro-American Music
Phl. 156	Special Topics in Philosophy of Religion: Issues in Afro-American Thought
Soc. 124	The Black Experience in America
Soc. 125	Race, Ethnicity, and Minorities

Afro-Amer. St. 270 Senior Experience: Seminar and Internship 8 or 16 sem. hrs.

A seminar on the issues of contemporary urban life: housing, education, and public services; the relation of suburban and urban population to public policy; and the role of political organization and process in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in Afro-American studies and independent study projects.

Floyd Barbour, A.B. *Director of the Afro-American Studies Program*

Marcia Holford, B.A. *Research Assistant*

American Studies

The interdepartmental American Studies Program provides the opportunity to study interrelationships among various aspects of the history, literature, fine arts, and socioeconomic institutions of the United States. In addition to constituting part of a liberal education, the program can lay the groundwork for such occupations as museum curatorship, urban planning, teaching, and archival research. Internships in American studies can sometimes be arranged. Students seriously interested in this field should consult Richard Sterne, Coordinator of the American Studies Program.

Two courses, Amer. St. 185, Introduction to American Studies I, and Amer. St. 186, Introduction to American Studies II, may be of particular interest to freshmen and sophomores—whether or not they intend to concentrate in American studies—in order to learn about American culture and society from an interdisciplinary perspective.

Requirements. A total of 44 semester hours, distributed as follows: 12 from either Division A: History, or Division B: Literature, depending on the student's primary interest within the American Studies Program; another 16, of which eight should be from either Division A or Division B, depending on the student's secondary interest within the program; and eight should be from Division D; another eight which, for the student whose primary interest is literature, should be in English, as distinguished from American literature; and which, for the student whose primary interest is history, should be in European, Asian, or African history; an additional four for Amer. St. 365, Problems in American History and Literature; and four for either Amer. St. 290, Directed Study: Senior Project, or Amer. St. 295, Directed Study: Senior Honors Thesis.

Note: Students who elect and pass both Amer. St. 185 and Amer. St. 186 (see Division below) will receive credit for either four hours in Division A, or four hours in Division B, depending on a student's preference.

A student who hopes to be awarded honors in American studies should plan to elect Amer. St. 295, Directed Study: Senior Honors Thesis.

A prerequisite for admission to either Amer. St. 290 or 295 is regular attendance at a non-credit American Studies Colloquium, which meets at two-week intervals during the spring semester. Students normally take Colloquium during the junior year.

Before graduating, each student in the program is expected to pass a one-hour oral exam on the topic of her project or thesis.

Division A: History

- His. 115 Colonial Boston: 1630-1776
- His. 140 History of American Civilization I
- His. 141 History of American Civilization II
- His. 151 American Constitutional History: 1789 to the Present
- His. 152 Race and Society
- His. 153 United States Foreign Policy from 1900
- His. 154 The Great Depression
- His. 155 Social Forces in American History
- His. 157 Women in American History: 1600-1900
- His. 159 The Afro-American Experience from Colonial Times to the 1960s

- His. 160 American History Through Novels and Films
- His. 164 20th-Century American Women
- His. 165 History of Feminist Thought
- His. 218 Historical Preservation: Seminar
- His. 243 The Puritans: Seminar
- His. 247 Du Bois: Seminar
- His. 248 The Recent Past in America, 1945 to the Present: Seminar

Division B: Literature

- Eng. 161 Major American Writers: 1620-1865
- Eng. 162 Major American Writers: 1865-1900
- Eng. 163 American Literature and Thought at the Turn of the 20th Century
- Eng. 171 American Literature and Thought in the 20th Century
- Eng. 172 Modern American Fiction
- Eng. 174 American Poetry
- Eng. 176 Black Fiction in America
- Eng. 177 Modern American Black Poetry and Drama
- Eng. 187 The Conflict of Values in 20th-Century Literature
- Eng. 361 Classic American Writers
- Eng. 367 Modern Masters of Literature of the English-Speaking World
- Eng. 372 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction
- Eng. 374 The Dramatic Imagination in America
- Eng. 377 Problems in the Contemporary Black Novel in America
- Eng. 384 Literature and Society

Division C: American Studies

- Amer. St. 185 Introduction to American Studies I
- Amer. St. 186 Introduction to American Studies II
- Amer. St. 365 Problems in American History and Literature
- Amer. St. 260 Individual Study
- Amer. St. 270 Internship
- Amer. St. 290 Directed Study: Senior Project
- Amer. St. 295 Directed Study: Senior Honors Thesis

Division D: Other Areas

- Art 145 Art in the United States
- Art 150 Art History from a Black Perspective
- Art 158 The Indian Arts of the Americas
- Eco. 137 Economic Analysis of Law
- Eco. 141 Industrial Organization
- Eco. 144 Economics of Health Care
- Eco. 146 Economics of Labor
- Edu. 131 The Family, Public Policy, and Social Agencies
- Edu. 137 Growth and Change in Individuals and Families
- Edu. 309 Contemporary Issues in the American School and Society
- Gov. 121 American National Government
- Gov. 140 Public Administration
- Gov. 142 Political Behavior
- Gov. 146 The American Congress
- Gov. 148 Constitutional Law: The Modern Court
- Gov. 149 The Making of American Foreign Policy
- Gov. 154 Problems in Urban Politics
- Gov. 160 The American Presidency: Seminar

Mus. 131	Aesthetics of Folk Music
Mus. 140	History of Afro-American Music
Soc. 118	Introduction to Sociological Thought
Soc. 119	Comparative Industrial Societies
Soc. 123	Sociology of Education
Soc. 124	The Black Experience in America
Soc. 128	Criminology
Soc. 133	Family and Society
Soc. 135	American Society
Soc. 137	Urban Sociology
Spn. 327	Hispanic-American Cultural History (conducted in Spanish)
Spn. 335	Revolution in Latin America: Mexico and Cuba
Spn. 395	Seminar: Special Topics in Spanish (conducted in Spanish)

Recommendation. Students concentrating in American studies should acquire a good reading knowledge of at least one foreign language.

Courses

Amer. St. 185-1, 186-2 Introduction to American Studies, I and II 4 or 8 sem. hrs.
Offered as a year-long course, or either course may be taken separately.

Amer. St. 185-1 Part I: The Individual and the Community, 1620-1840 4 sem. hrs.
Introduces the interdisciplinary nature of American studies while exploring the individual's relation to his or her community. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels, and American art. Topics include 17th-century religious heresy and witchcraft hysteria, 18th-century religious awakening and revolutionary fervor, and 19th-century slavery and the antislavery movement.

Amer. St. 186-2 Part II: The Individual and the Community, 1840-1970 4 sem. hrs.
The topic for 1983 will focus on how women have traditionally been neglected in the study of the "American character." When they have been studied, "notable" women were emphasized. This course seeks knowledge of ordinary 19th- and 20th-century women and their relations with their communities. The autobiographical and fictional writings of working women, black and Hispanic women, and rediscovered women writers will be studied. Tillie Olsen's *Silences* will be read first, and other authors will include Rebecca Harding Davis, Louisa May Alcott, Sarah Orne Jewett, Elizabeth Gurley Flynn, Zora Neale Hurston, Edith Kelley, and Maria Montoya Martinez. *Crumpacker*.

Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.
Seminar topic for 1982-83: Cultural and Social History of Boston (special emphasis on the 19th and early 20th centuries). Readings will include fiction by Nathaniel Hawthorne, Henry James, Edward Bellamy, and J.P. Marquand; poetry by Longfellow, J.R. Lowell, and Robert Lowell; essays by writers like Thoreau, Margaret Fuller, Theodore Parker, and Orestes Brownson; and memoirs and historical interpretations by such authors as Henry Adams and Louisa May Alcott. Attention will be paid to the development of the Boston park and subway systems, public education, the Sacco-Vanzetti case, and ethnic and racial issues. *Sterne*.

Amer. St. 250-1, 2 Independent Study 4 sem. hrs.
Prereq.: consent of the instructor.

Amer. St. 260-1, 2 Individual Study 4 sem. hrs.
Prereq.: consent of the instructor.

Amer. St. 270-1, 2 Internship 8 sem. hrs.
Prereq.: consent of the American Studies Committee.

Amer. St. 290-1, 2 Directed Study: Senior Project 4 sem. hrs.
Members of the cooperating departments.

Amer. St. 295-0 Directed Study: Senior Honors Thesis 8 sem. hrs.
Members of the cooperating departments.

Richard C. Sterne, Ph.D. *Coordinator of the American Studies Program*

Applied Computer Science

The applied computer science concentration began as a curricular offering for freshmen entering in September 1981. The courses for the first two years of the program (see below) were first offered in the 1981-82 academic year. Other courses will be added as required, so that by the academic year 1984-85, all the courses in this concentration will be offered.

The concentration in applied computer science prepares women for entry into the rapidly growing field of computer applications, and more generally, of computer science. The concentration provides training in basic electronics and computer hardware as well as in computer programming; it also provides an opportunity to pursue an interest in computers within the context of another academic discipline.

The program is divided into three interrelated parts:

1. a core of computer science courses that starts in the first year and continues for four years.
2. a group of courses in another subject area at Simmons that leads to a project in which computer techniques are applied to a problem in that subject area. Examples of subject areas for computer projects are psychology, economics, communications, chemistry, mathematics, physics, or education.
3. the independent study project itself, done in the senior year.

Please note that the areas of application are carefully established programs, though programs in other areas may be arranged on an individual basis. Students are strongly advised to consult the applied computer science booklet as soon as possible so they may examine currently available programs and consider where their interests lie.

Requirements

In addition to courses in their chosen field of application, students will take the following required courses:

<i>Freshman year</i>	
Mth. 110, 111	Calculus I, II (if not taken in high school)
Mth. 176	FORTAN
Phy. 118	Digital Electronics and Microcomputer Programming

Sophomore year

- Phy. 119 Analog Electronics and Microcomputer Interfacing
Mth. 177 Systems Programming

Junior year

- ACS 130 Data Structures
and one of the following three courses:
ACS 141 Advanced Programming: COBOL
ACS 143 Advanced Programming: Pascal
ACS 145 Advanced Programming: APL
and at least two out of the following four courses:
ACS 151 Data Base Management Systems
ACS 152 Organization of Computer Languages
ACS 153 Small Computer Systems
ACS 154 Computer Graphics

Senior year

- ACS 190 Society and Technology
ACS 290 Senior Integrative Seminar
and an eight-credit independent study, which will usually be a computer-oriented project in the student's application field.

Courses

[ACS 130-1 Data Structures 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mth. 176 or equivalent.

Basic concepts of data. Linear lists, strings, arrays, linked lists. Representation of trees and graphs. Storage systems and structures. Symbol tables and searching techniques. Sorting techniques. Data structures in programming languages and generalized data management systems.

[ACS 141-2 Advanced Programming: COBOL 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mth. 176 or equivalent.

Computer programming with the language COBOL, a business-oriented language, with strengths in non-numeric information management. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data structure constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, and 145, may be taken for credit.

[ACS 143-2 Advanced Programming: Pascal 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mth. 176 or equivalent.

Computer programming in Pascal, a modern general-purpose programming language, which is especially useful in the development of complex software systems. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data structure constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, and 145, may be taken for credit.

[ACS 145-2 Advanced Programming: APL 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Mth. 176 or equivalent.

Computer programming with the language APL, a powerful computational and array processing language. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data language constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, 145, may be taken for credit.

[ACS 151-2 Data Base Management Systems 4 sem. hrs. Not offered in 1982-83.]

Prereq.: ACS 130.

A comprehensive examination of data base management (DBM) systems, including logical and physical organization of data bases. Languages for data description and retrieval. Indexing of files. Hardware and software aspects of file security. Reliability of file storage. Includes hands-on contact with commercial data base management systems and projects involving design of a DBM system.

[ACS 152-2 Organization of Computer Language 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Phy. 118, Mth. 177, and ACS 130.

An in-depth study of the specification and analysis of programming languages. Formalisms for language specification. Syntax and grammar. Context-free and ambiguous language. Compilers and interpreters. Comparison of several languages with respect to control structures and structured programming, data structures, and actual implementation.

[ACS 153-1 Small Computer Systems 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Phy. 118, Phy. 119, and Mth. 177.

Comparison of microprocessor architectures and instruction sets: 8-bit versus 16-bit processors. Peripheral handling, bus structures and protocols in mini- and microcomputers. Microcomputer languages. Data communications. Dedicated applications of small computers. Hierarchical systems.

[ACS 154-1 Computer Graphics 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Phy. 118, Mth. 176 or equivalent.

Theory and applications of computer graphics. Survey of computer graphics media. Image representations and manipulation; windowing, scaling, vectors, magnification, rotation, projection. Hardware considerations; resolution, animation, color; storage, point-to-point, and raster technologies. Projects involving graphics applications in various fields.

[ACS 190-1 Society and Technology 4 sem. hrs. Not offered in 1982-83.]

Prereq.: Open to all seniors with a concentration or depth in applied computer science and to others by consent of instructor.
An interdisciplinary study of the social and ethical issues surrounding technological innovation. How does technological change occur? How are the decisions made to implement technological innovation? How does technological innovation affect the individual and society? How are its effects assessed and controlled? What are the responsibilities of the individual scientist or engineer in choice of research and development work and in the social application of the results of the work? These questions will be explored by means of case studies of innovation in various industries, such as the chemical, drug, computer, electric power, and communications industries.

[ACS 290-2 Senior Integrative Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: senior applied computer science majors or consent of the instructor.

Edward Prenowitz, M.A. Coordinator of the Applied Computer Science Program and Professor and Chairman of the Department of Physics

International Relations

The concentration in international relations at Simmons is interdisciplinary, and seeks to impart to students an understanding of the political, economic, social, and cultural relations among states. Such an understanding is critical in today's world, and can support a variety of career options.

The concentration consists mainly, but not exclusively, of courses in international politics, international economics, diplomatic history, and sociology. These courses are followed in the senior year by a final integrative seminar, and, if the student chooses, an internship or independent study. Students have interned at the World Affairs Council, the United Nations Association, the American Friends Service Committee, the offices of U.S. senators, the Institute for Policy Studies, and other organizations involved in international relations.

The International Relations Steering Committee is composed of five faculty members from the departments of Economics, Foreign Languages and Literatures, History, Government, and Sociology. Each faculty member is available for advising and supervising internships, independent studies, and honors theses, and each participates in the senior integrative seminar.

Requirements

Core Courses

Eco. 185	New International Economic Order
Gov. 132	International Politics
Gov. 133	International Organization
His. 127	Europe in the 19th Century
His. 128	Europe in the World of the 20th Century
Soc. 127	Sociology of the World System
IR 290	Senior Integrative Seminar

Prerequisites. For Eco. 185: Eco. 101 and 102; for Soc. 127: Soc. 118.

Electives. One course from each of the three following lists:

Third World List: This category includes courses whose main objective is to familiarize students with Third World cultural beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practice of their international relations.

Afro-Amer. St. 110 Introduction to Afro-American Studies

Eco. 176	Economic Development
Gov. 130	Political Development
His. 178	The Rise of Modern China
His. 179	Topics in Latin American History: Central America and the Caribbean
His. 180	The Middle East in the Modern World
His. 181	India: Classical and Modern
Ntr. 150	Contemporary Issues in International Food Planning
Soc. 120	Comparative Nonindustrial Societies
Spn. 327	Hispanic-American Cultural History
Spn. 330	Migrant in the City: Field Work Seminar on Puerto Rican Culture
Spn. 335	Revolution in Latin America: Mexico and Cuba

Industrial Nations List: This category includes courses whose main objective is to familiarize students with industrial nations, their beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practices of their international relations.

Amer. St. 185	Introduction to American Studies I
Frn. 300	French Civilization
Gov. 121	American National Government
Gov. 138	Soviet Politics
Gov. 146	The American Congress
Gov. 149	The Making of American Foreign Policy
Gov. 159	Seminar on National Security Affairs
Gov. 160	Seminar on the American Presidency
His. 132	History of Modern France
His. 133	History of Russia to 1917
His. 134	History of Soviet Russia
His. 153	United States Foreign Policy from 1900
His. 236	The French and Russian Revolutions: Seminar
His. 248	The Recent Past in America: 1945 to the Present
Rus. 247	Russian Civilization
Soc. 119	Comparative Industrial Societies
Spn. 325	Spanish Civilization

Comparative and International Issues List: This category includes course offerings whose main objective is to familiarize students with the structure and processes of national and international political and economic issues that affect international relations.

Eco. 171	Comparative Economic Systems
Eco. 181	International Economics
Gov. 134	Comparative Politics
Gov. 158	Seminar on the Causes of War
Soc. 149	Seminar in Selected Topics in Sociology (depending on topic)
Spn. 395	Seminar: Special Topics in Spanish (depending on topic)

Honors Program

An honors program is offered to qualified students who fulfill the College requirements designated on page 16 and who maintain at least a B average in all required courses. A student wishing to write an honors thesis must submit a proposal to the International Relations Steering Committee for approval.

IR 250-1, 2 Independent Study 4 sem. hrs.
Members of the International Relations Steering Committee.

IR 255-1, 2 Directed Study: Honors Thesis 8 sem. hrs.
Required for honors candidates in international relations. Includes a senior thesis and an oral defense with members of the International Relations Steering Committee. *Members of the International Relations Steering Committee.*

IR 270-1, 2 Internship 8 or 16 sem. hrs.
Members of the International Relations Steering Committee.

IR 280-1, 2 Field Work 4 sem. hrs.
For international relations concentrators who wish to engage in supervised on-the-job experience in an organization dealing with international relations. *Members of the International Relations Steering Committee.*

IR 290-1 Senior Integrative Seminar 4 sem. hrs.

The senior seminar attempts to integrate knowledge students have derived from their required courses in the concentration, and will address a different topic, such as nationalism, development, justice, and imperialism, each year. *Miner and Members of the International Relations Steering Committee.*

International Relations Steering Committee

Deborah Nutter Miner, Ph.D. Assistant Professor of Government and Coordinator of the Program in International Relations

Guatam Chatterjee, M.A. Instructor in Economics

Raquel Halty Ferguson, Ph.D. Associate Professor of Spanish

Elaine C. Hagopian, Ph.D. Professor of Sociology

John C. Hunter, Ph.D. Professor of History

Women's Studies

The Women's Studies Program provides opportunities for the academic study of women and society. The program offers its own women's studies courses, and has identified a wide range of courses in several departments that deal wholly or in part with women's issues.

Since 1981 the program has offered an independent concentration. Students may also develop a dual concentration with cooperating departments and programs, such as Afro-American Studies, American Studies, Communications, Economics, English, Government, History, Management, Nursing, Philosophy, Psychology, and Sociology. Combined or alone, a women's studies concentration can lead to a number of careers: managing a women's business, counseling women, teaching, library or archival work, women and family health care, writing, and publishing.

Requirements. 36 semester hours, to be taken as follows:

1. 16 semester hours of core courses, to include four semester hours for WS 100, Issues in Women's Studies (or equivalent) eight semester hours in two out of these three areas: humanities, social sciences, and sciences four semester hours in a racial and ethnic awareness course (Afro-Amer. St. 110, Introduction to Afro-American Studies, or equivalent).
2. 12 semester hours in an area of specialization (if not a dual concentrator), chosen from core or related women's studies courses in any one discipline.
3. eight semester hours of advanced work, to include one seminar and one independent study or internship. Recommended courses include WS 250, WS 255, WS 300, Soc. 131, His. 265, and Eng. 357.

Courses

Wom. St. 100-2 Issues in Women's Studies 4 sem. hrs.

This course examines the position of women in society and introduces an interdisciplinary approach to the study of women. Discussion of women's roles in fiction and poetry. Additional resources include articles, interviews, and guest speakers. Small groups to discuss current issues and students' special concerns. Provides information and methods that will be useful for women's courses in related disciplines. *Crumpacker.*

Wom. St. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Several faculty members are prepared to supervise independent projects that students wish to undertake in the area of women's studies. Note: Two independent studies meet the College's requirement of eight semester hours of independent study for concentrators.

Wom. St. 255-2 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: WS 300 or 250 and consent of the Women's Studies Advisory Committee.

Includes a senior thesis advised by members of the Women's Studies Advisory Committee and an oral examination. Honors awarded by committee decision. *Members of the Advisory Committee.*

Wom. St. 260-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Faculty are also ready to provide individually guided reading courses to students whose needs and interests are not met by courses in the current curriculum.

Wom. St. 270-1, 2 Internship 8 sem. hrs.

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, law, etc. Internship arrangements can be made with an appropriate agency by contacting the Coordinator. Such field opportunities may take advantage of a student's area of expertise as well as her awareness about women's concerns.

[Wom. St. 300-2 Mothers and Daughters: Seminar 4 sem. hrs. Not offered in 1982-83.]

Prereq.: consent of the instructor.

This course provides a forum for advanced students in women's studies and related disciplines. The topic will change each year, and sources will include fiction, poetry, and sociological and anthropological studies. Student projects on the semester's theme will provide additional focus for seminar meetings.

Crumpacker.

Core Courses

- | | |
|--------------------|---|
| Amer. St. 186 | Part II: The Individual and the Community, 1840-1970 (Topic for 1982-83: American Women's Voices) |
| Afro-Amer. St. 110 | The Black Woman in America: Social and Historical Perspectives |
| Art 148 | A History of Women Artists |
| Bio./Psy. 109 | Biology and Psychology of Women |
| Edu. 140 | Women and Institutions: An International Perspective |
| Eng. 193 | Women in Literature |
| Eng. 383 | Studies in the Novel (Topic for 1982-83: Cather, Glasgow, and Wharton) |
| Eng. 357 | Masterworks of English Fiction (Topic for 1982-83: The English Novel: Form, Style, and Gender) |
| Gov. 147 | Women and the Law |
| His. 157 | Women in American History: 1600-1900 |
| His. 164 | 20th-Century American Women |
| His. 265 | History of Feminist Thought: Seminar |
| Mgt. 137 | Behavioral Implications for Women in Management |
| Psy. 125 | The Female Experience |
| Soc. 122 | Womanhood: A Sociological Perspective |
| Soc. 131 | Women in Social Movements |
| Soc. 136 | Women and Health: Sociological Issues |
| Spn. 395 | Special Subjects in Spanish (Topic for 1982-83: Outstanding Women Writers of Latin America) |

Related Courses

Eco. 146	Economics of Labor
Edu. 131	The Family, Public Policy, and Public Agencies
Edu. 137	Growth and Change in the Individual and Family
Edu. 316	Sexism, Racism, and Problems of Multi-Ethnicity in the Schools
Eng. 163	American Literature and Thought at the Turn of the 20th Century
Eng. 143	The English Novel Through Thackeray
Eng. 196	Sex, Love, and Marriage in the Western World
His. 119	History of the Family
His. 155	Social Forces in American History
Nur. 280	Nursing of Families: Childbearing and Female Health
Psy. 135	Developmental Psychology
Psy. 136	Psychology of Adolescence
Psy. 143	The Psychological and Sociocultural Aspects of Aging
Psy. 245	Appetite, Obesity, and Anorexia
Psy. 346	Psychology of Motivation
Psy. 349	Social and Emotional Development
Soc. 133	Family and Society

Laurie Taylor Crumacker, Ph.D. *Coordinator of the Women's Studies Program*

Other Programs

Double-Degree Program in Chemistry and Pharmacy

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS), Simmons College offers a five and a half year program leading to baccalaureate degrees in both chemistry and pharmacy.

The option may appeal to students who become interested in pharmacy subsequent to beginning their undergraduate studies at Simmons, or to those who desire their initial college-level work to be as broadly based as possible before entering a specific professional area.

Pharmacy is an integral part of the health care community and industry. The B.S. degree in pharmacy, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degrees in chemistry and pharmacy are especially good preparation for research, for graduate work in pharmacology, dentistry, or medicine, and for teaching science.

The Massachusetts College of Pharmacy and Allied Health Sciences, located on the corner of Longwood Avenue and Palace Road, was organized as a private institution in 1823 to educate men and women for careers in the profession of pharmacy. MCP/AHS awards the B.S., M.S., and Ph.D. degrees in pharmacy and the professional degree of Doctor of Pharmacy. It is accredited by the New England Association of Schools and Colleges and the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons; a fourth year that includes eight semester hours of independent study at Simmons with the remainder of the course work at MCP/AHS; and an additional year, plus one quarter, at MCP/AHS.

Students fulfill all of the degree requirements of each institution; no degree will be awarded until the entire program has been completed. At that time, the student receives a B.S. in pharmacy from MCP/AHS, and a B.S. in chemistry from Simmons.

Licensure in pharmacy requires 1,500 hours of internship (practical pharmacy), plus a state board examination. This time is usually served before graduation in summer or academic-year jobs. MCP/AHS has adopted an a.m./p.m. course schedule, which facilitates academic-year internships.

The internships, for which students are paid, are carried out at pharmacies selected and approved by MCP/AHS. Both the state board and MCP/AHS monitor successful completion of the internship and evaluation of the student's performance by the registered preceptor. The state board examination is the final licensing procedure.

Interested students should talk with the Chairman of the Chemistry Department as early as possible in their programs. Early contact is helpful for both advising for the proper prerequisite courses and for identifying the total number of potential double-major candidates.

Admission to the program is limited to a maximum of six students per year, to be accepted by MCP/AHS. Students will apply for admission to MCP/AHS during their junior year through MCP/AHS's normal transfer-student admission process. Although MCP/AHS agrees to give qualified Simmons students preference, it is their right to determine the final suitability of a student for entry into the professional pharmacy program.

Double-Degree Programs in Engineering

Double-Degree Program With Boston University.

Simmons students who complete the Double-Degree Program in Engineering With Boston University will receive a Bachelor of Science from Simmons and a Bachelor of Engineering (or, in some cases, a Master of Engineering) from Boston University.

The program normally takes five years to complete. During the first three years, the student will be enrolled at Simmons, where she will complete most of the Simmons degree requirements as well as the prerequisite courses for admission into Boston University's College of Engineering. During the fourth and fifth years, the student will pursue her engineering studies at Boston University. The following engineering specialties are offered at Boston University: aerospace, biomedical, electrical, general, manufacturing, mechanical, and systems engineering.

Interested students should consult with David Browder, Chairman of the Department of Mathematics at Simmons, before deciding on their freshman year courses.

Double-Degree Program With Dartmouth College.

A student who completes the Double-Degree Program in Engineering With Dartmouth College will earn a Bachelor of Science from Simmons and a Bachelor of Engineering from Dartmouth. The program takes five years (the standard length of Dartmouth's engineering

program). The first, second, and fourth years are spent at Simmons, and the third and fifth years are spent at Dartmouth.

Interested students should consult with Margaret Menzin, Professor of Mathematics at Simmons, or Edward Prenowitz, Professor of Physics at Simmons, before deciding on their freshman year courses.

Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double-degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work of which no less than 64 semester hours may be taken at either institution over a period of no less than five years. A student wishing to enroll in more than 20 semester hours of academic work in any semester must have the approval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 900 graduate students are enrolled in programs leading to the master's degree in library and information science, social work, management, nursing, education, Spanish, French, English, communications management, and children's literature. All graduate programs are coeducational, although the master's program in management is specifically designed to meet the needs of women. The graduate programs publish brochures or bulletins of information that are available through the individual program offices. For application dates, admission procedures, entry dates, and full-time and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed and the number of semester hours required for the degree.

Applications and catalogs for the Graduate School of Library and Information Science can be obtained by writing to

Director of Admissions
Graduate School of Library and Information Science
Simmons College
300 The Fenway
Boston, MA 02115.

Applications and catalogs for the Graduate School of Management can be obtained by writing to

Director of Admissions
Graduate School of Management
Simmons College
409 Commonwealth Avenue
Boston, MA 02215.

Applications and catalogs for the School of Social Work can be obtained by writing to

Admissions Office
Simmons College School of Social Work
51 Commonwealth Avenue
Boston, MA 02116.

For applications or further information about the programs listed below, write to the appropriate department at Simmons College, 300 The Fenway, Boston, MA 02115:

Department of Education
Department of English
Department of Foreign Languages and Literatures
Graduate Program in Children's Literature
Graduate Program in Communications Management
(Department of Communications)
Graduate Program in Humanities (Department of Philosophy)
Graduate Program in Primary Health Care Nursing

The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, and Master of Science
The conditions for obtaining the master's degree are as follows:

1. The candidate for the master's degree must usually

- hold the baccalaureate degree from an accredited institution.
- The candidate must offer evidence of satisfactory completion of courses that are required for entry into a program.
 - A satisfactory grade point average, as stipulated by individual graduate-level programs, is required.
 - The courses elected must be approved by the school or departmental adviser.
 - Program requirements vary: Most range from 32 to 36 semester hours; some require considerably more. Part-time study is possible in all departments that offer graduate programs, and each department sets a reasonable time limit in which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College can be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

The Degree of Doctor of Arts
 For information on the Graduate School of Library and Information Science's Doctor of Arts Program for library administrators, see page 96.

Diplomas
 Diplomas are granted to students who successfully complete the one-year programs in management or communications, or the 18-month program in physical therapy, and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs can be found in the course description section of this catalog under the appropriate department.

Summer Courses
 Summer courses for graduate students are offered by the Graduate School of Library and Information Science, the Department of Education, the Graduate Program in Communications Management, and the Graduate Program in Children's Literature. The programs are described in the sections devoted to these fields or in special summer session publications.

The Department of Education offers courses for members of its Master of Arts in Teaching Program, as well as for other qualified students who wish to transfer credit elsewhere. Graduate courses in education are also offered to students in the Library and Information Science School.

Fees for Graduate Division and for Post-Baccalaureate Programs
 College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Further, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her or him.

The first term payment is due on or before August 6, and the second payment on or before January 2. Tuition and residence charges are divided evenly between the two terms.

Student registration is to be completed on September 7 for the first semester, and January 24 for the second semester. Students who have not paid their bills by the due date(s), or students who have not registered by the above registration dates, will be charged a \$30 Late Payment/Registration Fee.

Payments made by students must be accompanied by an Estimated Term Bill Form completed by the parent or student. Students will receive these forms by July 9 for the first semester, and December 3 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include the mailing of transcripts, grades, references, or placement materials and using various offices and facilities.

It should be noted that the College has no deferred-payment plans, and that all College charges are payable by the applicable due dates or the Late Payment/Registration Fee will be applied.

Many parents and students wish to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial concerns; newly accepted students and their families will often receive direct mail advertisements from such firms. The College has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

The College refund policy is described on page 9 of this catalog.

Following is a schedule of fees for graduate divisions and for post-baccalaureate programs:

<i>Application Fee</i>	
Master's programs	\$20
Doctor of Arts Program	\$25
<i>Tuition Fees, per semester hour</i>	
Social work annual tuition	\$202
(full-time students)	\$5,900
<i>Graduate Program in Management</i>	
Tuition fee, per semester hour	\$226
<i>Summer Programs Fees, per semester hour (1982)</i>	
Master's programs	\$179
Doctor of Arts Program	\$179
<i>1982 Residence Halls Room Fees</i>	
Single occupancy during summer session	\$85/wk.
Double occupancy during summer session	\$75/wk.
<i>Student Activity Fee</i>	
Library and Information Science, per semester and summer session	\$5
Social Work, per semester	\$5
Graduate Program in Management, per semester and summer session	\$15
<i>Social Work Field Work Fee, per semester</i>	<i>\$10</i>
(required of all social work students enrolled in field work)	

<i>Graduation Fee</i>	
Doctor of Arts degree	\$75*
<i>Health Fee</i>	
The services of the Health Center are available to all graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services . . .	
	\$144

Scholarships for Graduate Students

A limited number of scholarships are awarded to students who have been accepted for admission into graduate programs. Information concerning scholarships and financial aid can be found in the respective graduate bulletins. Further financial aid information is available from the Simmons College Financial Aid Office.

Center for the Study of Children's Literature

The Master of Arts in Children's Literature Program

This program provides a specialized study in children's literature to students who are, or who intend to be, involved in teaching, library work, editing, publishing, or affiliated fields. A complete description of the program and courses is available from the Center.

Admission to the Master of Arts in Children's Literature Program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree and the results of the Miller Analogies Test or the Graduate Record Examinations. Although an interview is not required, it is recommended. Students usually begin the program in the summer of an institute year or in the fall semester, but will be accepted in January on a full- or part-time basis. Providing space is available, nondegree and degree candidates in other fields will be admitted to courses. Part-time students must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115.

Degree Requirements. Thirty-six credits are required for the degree, which can be completed in one academic year and one summer. A candidate for the degree can elect to write a thesis or a project as a part of an independent-tutorial during the second semester. The

thesis can be a monograph, an essay, or a bibliographic compilation. It should have a scholarly orientation. The project can be in the area of curriculum development or literature education. It should have practical application in the candidate's professional work and represent a model for use by others.

The Administrative Committee wishes to assume that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature as well as experience in children's literature. With this in mind, the committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussion between the student and his or her adviser.

Access to the literature of at least one other language is central to the concerns of the field of literature for children. Demonstration of a proficiency in a second language is strongly advised for all candidates, and, in particular, for those who intend to pursue further graduate work, college teaching, and research.

Course Requirements. Courses in children's literature are open to graduate students who have been admitted to the Children's Literature Program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with the permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. See the Center for the Study of Children's Literature catalog for course descriptions.

Edu. 366	Children's Literature (see p. 34)
CL 401	Criticism of Literature for Children
CL 402	Art and Text in Children's Books
CL 410	Folklore and the Oral Tradition
CL 411	Victorian Children's Literature
CL 412	History of American Children's Literature
CL 413	Modern Realism and Historical Fiction
CL 414	Themes and Protagonists in Modern Fantasy
CL 416	Modern British Fiction for Young People
CL 420	Project-Thesis Tutorial
CL 430	Writing for Children
CL 470	Summer Institute for Children's Literature

*Includes appropriate doctoral hood

Department of Communications

The Master of Science in Communications Management

The Master of Science in Communications Management, which emphasizes applied courses and organizational processes, is designed primarily for people who have had communications experience. The curriculum has been planned for those who need advanced work if they are to move up in their organizations and assume new responsibilities, duties, and functions.

Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within three calendar years. This requirement includes four hours of thesis or graduate project credit, and the three required core courses: Seminar in the New Media, Graphic Arts Production, and Communications in the Modern Organization. In addition, they must undertake a two-month internship at a local business or organization (the candidate's job can be used as an internship if he or she desires), complete a basic computer appreciation course, and pass a copy and proof skills examination. Electives are chosen from courses that deal with the new applications areas in communications and with the management of communications functions within organizations.

Admission. Candidates will be required to submit a) an official transcript from the institution granting their baccalaureate degree, b) three letters of recommendation, and c) Graduate Record Examination or Miller Analogies scores. Up to eight semester hours of transfer credit for graduate study elsewhere can be applied toward the degree.

For further information and applications, write to the Department of Communications, Simmons College, 300 The Fenway, Boston, MA 02115, or call (617) 738-2215.

Department of Education

The Master of Arts in Teaching (M.A.T.) Program

The M.A.T. Program admits prospective teachers with strong liberal arts backgrounds. Intended primarily for candidates with no previous teaching experience, this program prepares teachers to work with all kinds of learners within a regular classroom.

The M.A.T. Program requires at least 36 semester hours of course work, which may be completed in one summer session and one academic year. Students normally enter the program in late June for the six-week summer session, although arrangements can be made for September entry or part-time study. However, the final student-teaching experience is always a full-time commitment.

In the summer, students complete Edu. 457, Cultural Foundations of Education, 4 sem. hrs., and Edu. 445, Educational Psychology, 4 sem. hrs. During the fall

semester, students take 12 semester hours of course work in curriculum and methods courses and field work appropriate to their area of professional preparation, and they choose one elective from a subject area field. They then complete 12 semester hours of student teaching in the spring semester.

Professional courses may be waived if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may choose an additional elective or electives from the College curriculum. The waiver does not alter the basic requirement of 36 semester hours for the degree.

Transfer credit of up to eight semester hours toward the 36 required may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

The M.A.T. Program is planned to meet the Massachusetts State Regulations for Teacher Certification; thus, a candidate's background and skills must be carefully examined. When necessary, additional course work beyond the 36 semester hours may be required in order to meet the Regulations.

The Elementary Teaching Program

The Elementary Teaching Program is open to candidates who wish to teach in mainstream, open, or traditional classrooms. Individual arrangements combining the elementary program with urban teaching or early childhood education may be planned with Departmental permission.

The Middle and High School Teaching Programs

The Middle School Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, modern foreign languages, history, social studies, behavioral studies, mathematics, or general science.

The High School Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, French, Spanish, history, mathematics, psychology, social studies, or biology. Programs for teaching chemistry and physics may also be arranged.

Admission. The applicant must have baccalaureate degree from an accredited college. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects. Recommendations, an interview, and other documentation are required.

The Master of Science in Education Program

The Master of Science in Education Program prepares students for certification within the Commonwealth of Massachusetts as Generic Consulting Teachers. Graduate students interested in this program should note that state certification is contingent upon the applicant holding a Massachusetts classroom teaching certificate.

The generic teacher serves children with special needs primarily through consultation with the regular classroom or resource room teacher, and may also work with children on a one-to-one or small-group basis. A candidate is required to have two years of regular class or special education teaching experience or its equivalent.

This program is offered in cooperation with individual school systems in the greater Boston area. Information

regarding the program is made available to school administrators during the spring semester. Interested candidates should contact their district superintendent or Simmons' Department of Education (617) 738-3152.

Course Requirements. The Generic Consulting Teacher Program is designed for persons currently working in public schools. Candidates enroll in the 32-credit Master of Science in Education Program. The required courses for the Generic Consulting Teacher Certification are listed below:

Fall Semester 1

Edu. 326	Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks	2 sem. hrs.
Edu. 342	Analysis of Behavior: Principles and Classroom Applications	4 sem. hrs.

Spring Semester 2

Edu. 319	Issues in Special Education: Application of the Concept of Normalization in Mainstreaming	2 sem. hrs.
Edu. 441	Developing Basic Competencies, Identifying Eligible Learners, and Implementing Individual Plans	4 sem. hrs.

Summer

Edu. 447	Applied Research in the Competency-Based Service Model	4 sem. hrs.
Edu. 448	Developing the Inservice Training Role	4 sem. hrs.

Fall Semester 3

Edu. 437	Implementation of the Generic Role	4 sem. hrs.
Edu. 440	Generic Teacher Practicum 1	2 sem. hrs.

Spring Semester 4

Edu. 404	Evaluation of the Consulting Process	2 sem. hrs.
Edu. 443	Generic Teacher Practicum 2	4 sem. hrs.

In accordance with state requirements, the Simmons Special Education Program is competency based. For this reason, in the case of transfer students, credit for course work will not be granted automatically. A student's competence in course work already completed elsewhere will be evaluated by Simmons staff and accepted where indicated.

Department of English

The Master of Arts

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview may be requested.

Students are admitted to this program in both September and January.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. The M.A. candidate is expected to be competent in a language other than English. This competence is established by the successful completion of at least one course dealing with literary texts in that language, if the student has not already had an equivalent. Ordinarily, no master's thesis is required, though students may, by directed individual study or in seminars, write a thesis as a substitute for courses they would otherwise take.

The master's degree requires the satisfactory completion of 32 semester hours. The Department advises at least one course in early English literature, Chaucer, or Renaissance unless the student has already had such courses. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

Courses numbered in the 300's are especially suitable for master's candidates.

Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the master's degree.

The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest—e.g., the relation of literature to the arts in a certain century, the modern American area, the 19th century, or the novel—this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

The Master of Philosophy Program ordinarily requires the previous completion of a master's degree in English as well as competence in a foreign language as estab-

lished by the successful completion of at least one course dealing with the literary texts in that language, if the student has not already had the equivalent. Except by special consent, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men and women are admitted to the Master of Philosophy Program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purpose in seeking the degree, together with three recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters.

Department of Foreign Languages and Literatures

The Master of Arts: French

The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the student, with the assistance of an assigned faculty adviser, to suit the student's particular preparation and objectives.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full- or part-time basis, to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. A master's thesis is not normally required; however, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor.

The Master of Arts in French requires six courses in the field of concentration at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as English literature or another language.

Applicants for admission to the Master of Arts Program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by August 15 for the fall semester or by December 15 for the spring semester.

Interdisciplinary: Humanities

The Master of Arts in Humanities

The Master of Arts in Humanities Program is designed to give the student an individualized program of graduate study, interdisciplinary in its approach to literature, philosophy, and history. The program is open to both men and women on a full- or part-time basis.

Candidates for the degree must satisfactorily complete 32 semester hours, at least four of which must be in independent study, usually of an interdisciplinary nature. Each student's specific program of study will be individually planned with a faculty adviser and based on a written proposal in which the student has set forth his or her objectives in the program. This proposal is subject to the approval of an interdepartmental faculty committee.

More specifically, the proposal should present a central unifying theme to the student's planned course of study, along with a suggested sequence of courses and plans for independent study. The independent study component, while involving the offerings of two or more departments in the humanities area, should relate directly to the stated proposal's theme. Proposals might involve such subjects as a literary genre, a problem in ethics or mores, a period of history, etc. A student may take certain courses offered by departments other than the humanities, provided they are directly related to the proposal.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Students will ordinarily have had a major in history, philosophy, foreign languages, or literature, although students with strong minors in these fields will be considered.

Applicants should submit an official transcript of the undergraduate record, letters of recommendation from three former teachers or academic employers, and the preliminary draft of a proposal. Students are admitted to the program for the fall and spring semesters, and it is desirable to apply well in advance of those dates. Although an interview is not required, it is strongly advised when possible.

Credit for graduate work done elsewhere will be considered only after the student has completed 16 hours of credit in the Simmons program. A maximum of eight hours of credit may be granted for such work.

Graduate School of Library and Information Science

The Graduate School of Library and Information Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses taken in the Simmons College Graduate School of Library and Information Science. The School also offers to inservice librarians an advanced program leading to the Doctor of Arts degree.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities that vary from scholarship to administration, or from service to children, young people, and adults, to work with research specialists. Accordingly, the Graduate School of Library and Information Science's Master of Science Program provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries; in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials that cover every subject, which the librarian must relate to people of all ages and degrees of education. This ability requires a considered awareness of the significance of the library in both the local community and society at large. It also requires skill to judge books and other materials in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession. In addition, graduates of the School have found that the ability to collect, organize, and retrieve information has a wide application outside the field of librarianship.

While a general education is an essential foundation for the study of library and information science, a subject interest that has been developed through adequate academic preparation frequently has a direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social, physical, or biological sciences, the fine arts, and other subject areas.

The School's catalog contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library and information science at Simmons College. Copies of the catalog, schedule of classes, summer session announcement, and application forms may be obtained from the Director of Admissions, Graduate School of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115.

Master of Science Program

Candidates for admission to the Master of Science Program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Those who are graduates of institutions where a system of letter grades is employed are expected to have achieved at least a B average in their final two years of undergraduate work in their major field

of study. In addition, applicants are expected to have achieved at least a B—average in their overall preparation. All candidates must present a minimum of three full academic years (96 semester hours) of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Admissions applications for the Master of Science Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$20 application fee, official transcripts of the college record, a statement of graduation, at least two personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the Master of Science Program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study in order to insure proper consideration of their credentials. *It should be noted* that applications must be completed no later than May 1 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above deadlines will be considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials* have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies in the summer session, the fall semester, or the spring semester; the admission requirements and instructional standards are identical. Courses are offered during regular daytime hours, late afternoons, and evenings. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The Doctor of Arts Program

In January 1973, the Corporation of Simmons College authorized the Graduate School of Library and Information Science to establish a program leading to the degree of Doctor of Arts, with a specialization in library administration. The objective of the College's Doctor of Arts Program is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alternative to the Ph.D. in a number of academic disciplines because of higher education studies, such as those sponsored by the Carnegie Foundation. Simmons, however, is believed to be the first college to offer a doctorate in librarianship.

The Doctor of Arts Program is based upon the conviction of the faculty of the Graduate School of Library and Information Science that advanced study in preparation for higher-level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the

program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to solve library administrative problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts Program is intended exclusively for those planning careers in library administration. Using a problem-solving methodology, the program emphasizes the understanding of a systematic approach to the process of decision making. Within the program, students may choose from among public, academic, or special library administration, or school media center administration, as areas of specialization.

Minimum Requirements for Admission to the Doctor of Arts Program

All candidates for admission must hold a baccalaureate degree from an accredited institution and an appropriate distribution of liberal arts courses. They must, in addition, hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Moreover, all candidates must hold a master's degree in a second relevant subject, or offer evidence of equivalent academic preparation as deemed an acceptable substitute by the Committee on Doctoral Study. All three degrees should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts Program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study and appropriate testimonials to the professional competence of the applicant will be required.

A candidate for admission to the Doctor of Arts Program for whom English is not the native tongue must achieve a satisfactory score on the English Proficiency Test administered by the English Language Institute of the University of Michigan.

Since enrollment in the Doctor of Arts Program is limited, admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Admission applications for the Doctor of Arts Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of all academic work currently in progress or completed, three professional recommendations, a current resume, a personal statement of professional career goals in relation to the goals of the Doctor of Arts Program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Courses

Courses in library science are open only to graduate students or Simmons library science alumni who have been admitted to the Graduate School of Library and Information Science. See Graduate School of Library and Information Science catalog for course descriptions.

Master of Science Program

- LS 402 Current Issues in Library Management
- LS 406 Organization and Administration of School Media Centers/School Libraries
- LS 407 Reference Methods
- LS 408 Bibliographic Methods
- LS 409 Literature of the Social Sciences
- LS 410 Service to Adults
- LS 411 Intellectual Freedom and Censorship
- LS 413 Literature of the Humanities
- LS 414 Organization and Administration of Special Libraries
- LS 415 Organization of Knowledge in Libraries
- LS 416 Organization of Nonprint Materials
- LS 417 Advanced Cataloging and Classification
- LS 418 Technical Services
- LS 419 Indexing and Abstracting
- LS 420 Modern Publishing and Librarianship
- LS 424 The Film in Communication
- LS 428 Government Documents
- LS 429 Government Publications/Information
- LS 430 Introduction to Business Literature
- LS 431 The Design and Production of Instructional Materials
- LS 432 Research Methods
- LS 433 Oral History
- LS 434 Medical Librarianship
- LS 435 Music Librarianship
- LS 436 Art Librarianship
- LS 437 Legal Bibliography
- LS 438 Archives Management
- LS 439 Conservation Management for Libraries and Archives
- LS 450 The Community Library: Clients, Organization, and Analysis
- LS 455 Information Technology
- LS 460 On-Line Data Bases
- LS 468 Communication Media and Libraries
- LS 470 History of Visual Communication
- LS 472 The Experience of Management
- LS 481 Libraries, Contemporary Issues, and the Child
- LS 482 Library Programs for Children
- LS 483 Libraries, Contemporary Society, and the Adolescent
- LS 484 Literature of Science and Technology
- LS 485 Library Computer System
- LS 486 Library Systems Analysis
- LS 487 Information Science
- LS 490 International and Comparative Librarianship
- LS 492 Contemporary Management Theory
- LS 498 Practicum: N-9
- LS 499 Practicum: 5-12
- LS 500 Advanced Independent Study
- LS 520 Advanced Topics
- LS 520A Collective Bargaining in Libraries
- LS 520B Fiscal Management of Library and Information Systems
- LS 520C Intellectual Freedom and Censorship
- LS 520D Information Management

Doctor of Arts Program

The following courses are open only to graduate students who have been admitted to the Doctor of Arts Program or who hold postgraduate standing. With permission of the instructor, they may also be open to students who have achieved Master of Science degree candidacy.

- LS 600 Supervised Study
- LS 602 Public Libraries: Radical Perspectives for Change
- LS 603 Academic Libraries: Radical Perspectives for Change

- LS 632 Research Methods
 LS 642 Applied Statistics for Library Management
 LS 666 Advanced Problems in School Media Center Administration
 LS 686 Library Systems Analysis
 LS 692 Contemporary Management Theory
 LS 699 Supervised Field Research

Faculty

Robert D. Stueart, Ph.D. Professor of Library and Information Science and Dean, Graduate School of Library and Information Science

*****James Michael Matarazzo, Ph.D.** Professor of Library and Information Science and Associate Dean, Graduate School of Library and Information Science

Ching-chih Chen, Ph.D. Professor of Library and Information Science and Associate Dean, Graduate School of Library and Information Science

A. J. Anderson, Ed.D. Professor of Library and Information Science

Josephine Riss Fang, Ph.D. Professor of Library and Information Science

Estelle Jussim, D.L.S. Professor of Library and Information Science

James C. Baughman, Ph.D. Associate Professor of Library and Information Science

Juan R. Freudenthal, Ph.D. Associate Professor of Library and Information Science

Peter Hernon, Ph.D. Associate Professor of Library and Information Science

Patricia G. Oyler, Ph.D. Associate Professor of Library and Information Science

Richard Phillips Palmer, Ph.D. Associate Professor of Library and Information Science

Nancy E. Peace, D.L.S. Associate Professor of Library and Information Science

Richard K. Ashford, M.S. in L.S., M.A. (Children's Literature) Assistant Professor of Library and Information Science

Carolyn S. Schwartz, Ph.D. (Cert.) Assistant Professor of Library and Information Science

Susanna Schweitzer, M.S. (L.S.), M.S.I.S. Assistant Professor of Library and Information Science

L. Allen Smith, Ph.D. Assistant Professor of Library and Information Science

Judith B. Yenawine, Ed.M. Director of Admissions, Graduate School of Library and Information Science

S. Frances Berger, M.S. Assistant to the Dean, Graduate School of Library and Information Science

Catherine M. Leary Secretary, Graduate School of Library and Information Science

Mickey Moskowitz, M.L.S. Librarian, Graduate School of Library and Information Science

Linda H. Watkins, M.Ed. Assistant Librarian, Graduate School of Library and Information Science

Louise A.V. Ball Secretary, Graduate School of Library and Information Science

Virginia Klein, B.S. Administrative Assistant to the Associate Dean, Graduate School of Library and Information Science

Paula F. Ebbitt, B.A. Secretary, Graduate School of Library and Information Science

Graduate School of Management

The Master of Arts in Management

The Master of Arts in Management Program was designed expressly to meet rapidly growing needs of business, industry, and nonprofit organizations for competent women managers. Simultaneously, it seeks to meet the individual needs of women who, in growing numbers, are pursuing management careers. In order to complete in 12 months the 45 credit hours of work required for the master's degree in management, each full-time student must be willing to commit herself to an intensive, rigorous program of study by taking six courses, or their equivalent, in each of three semesters (from September to August). Part-time students, most of whom are currently employed, generally take two courses each semester, and are required to complete the program in a maximum of five years. Most part-time students complete the degree requirements within three years. Although the program addresses the special needs of women, it is also open to qualified men.

The Curriculum

The master's program curriculum develops in two parallel streams. One stream is concerned with structural, psychological, and behavioral issues; and the other with the functional areas of management concern: quantitative analysis, economic analysis, information systems, finance, accounting and control, operations management, and marketing. The two streams are tied together by a six-week internship and by integrative courses that confront the issue of managing individuals and their work in a deeper and more comprehensive way than a traditional graduate emphasis on marketing or finance, for example, permits. Individual course descriptions are given in the Graduate School of Management catalog.

Admission

Two kinds of students will be considered for admission: those possessing a bachelor's or a higher degree and those who do not hold a degree but who can present a significant record of professional accomplishment. Both kinds of students will be accepted for either full- or part-time study. All applicants are required to submit their Graduate Management Admissions Test scores. Further information and applications may be obtained by writing or calling Admissions Office of the Graduate School of Management, Simmons College, 409 Commonwealth Avenue, Boston, MA 02215 (617) 738-2204.

***On sabbatical leave second semester 1982-83

Special Program in Management

Middle Management Program

The Middle Management Program is an intensive, company-sponsored, ten-week residential management development program. Adapted from Simmons' Graduate School of Management Program, it is designed to assist employers in industry, in government agencies, and in the nonprofit sector prepare qualified women for positions in middle management.

The curriculum focuses on the development of both functional and behavioral skills. The functional courses increase the middle manager's competence in accounting, finance, economics, production, marketing, and information systems. An overall emphasis on planning and decision making enables participants to apply these functional skills to the more diverse responsibilities of middle management.

The behavioral courses investigate specific behavioral issues that must be dealt with by the woman manager. A unique group of cases, prepared by the Simmons College Institute for Case Research and Development, features women in managerial roles and helps participants gain new insights into their own behavior in a businesslike environment.

Further information may be obtained by calling the Middle Management Program at (617) 738-3133, or by writing to the Middle Management Program, Simmons College, 409 Commonwealth Avenue, Boston, MA 02215.

Faculty

Margaret Hennig, D.B.A. *Dean of the Graduate School of Management and Professor of Management*

Anne Jardim, D.B.A. *Dean of the Graduate School of Management and Professor of Management*

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Ashok Rao, Ph.D. *Adjunct Associate Professor of Graduate Management*

Dennis C. Marnon, B.A. *Visiting Lecturer in Graduate Management*

T. Lincoln Morison, B.A. *Visiting Lecturer in Graduate Management*

Department of Nursing

The Master of Science in Primary Health Care Nursing

The Master of Science in Primary Health Care Nursing Program is designed to improve and extend the delivery of primary health care by preparing nurses for expanded roles. This program is a collaborative effort between the Simmons College Department of Nursing and Brigham and Women's Hospital, a major teaching hospital that has been actively involved in the education and employment of nurse practitioners since 1972.

The program offers educational preparation and clinical experiences in adult health care. The College's educational facilities and the hospital's clinical facilities are effectively utilized to prepare adult nurse practitioners who deliver primary health care to adults.

The purpose of Simmons' Master of Science in Primary Health Care Nursing Program is to provide specialized professional nursing education in the delivery of primary health care nursing to the adult client, to prepare the graduate to practice as a specialist in nursing, and to provide the foundation for the pursuit of doctoral study.

The Master of Science in Primary Health Care Nursing will prepare primary care nurse practitioners who are able to synthesize in-depth knowledge from the behavioral, natural, and applied sciences in delivering primary health care nursing to adults; initiate the assessment, management, and evaluation of the delivery of primary health care nursing to adults utilizing a personalized theoretical framework for nursing practice; practice as a nurse specialist in the delivery of primary health care nursing to adults in ambulatory and community settings; evaluate the effectiveness and efficiency of primary health care delivery systems; conduct clinical nursing research designed to test and build nursing knowledge and to solve problems of nursing care; function as the leader of a health care team in the delivery of primary health care to individuals and groups; initiate change in the health care delivery system in collaboration with health care professionals and consumers; and apply knowledge of the organizational structure, economics, and politics of health care system, when collaborating and negotiating with other professionals and groups, on behalf of clients.

Requirements. Candidates for the Master of Science degree in primary health care nursing must satisfactorily complete a minimum of 40 semester hours, including the following courses:

	Semester Hours
Nur. 404 Normal and Abnormal Human Physiology	4
Nur. 406 Research Methods I	2
Nur. 407 Research Methods II	2
Nur. 408 Research Methods III	2
Nur. 480 Theory and Practice: Primary Health Care Nursing I	
Theory	4
Clinical	4
Nur. 482 Theory and Practice: Primary Health Care Nursing II	
Theory	4
Clinical	3

Nur. 484	Theory and Practice: Primary Health Care Nursing III	
	Theory	2
	Clinical	4
Nur. 490	Seminar in Leadership and Role Development for Primary Health Care Nursing	3
Psy. 443	Psychosocial Aspects of Adulthood and Aging	2
Additional courses:		4
These may be chosen from		
Nur. 450	Independent Study	
	and/or electives	
Nur. 460	Individual Study	
Total:		40

Admission. Admission to the Master of Science in Primary Health Care Nursing Program requires a baccalaureate degree from a National League for Nursing accredited program and a license to practice in one of the United States. Consideration will be given to students with prior nursing experience. Candidates will be required to submit a) official transcripts of their previous academic work, b) three letters of recommendation from professional persons who are well acquainted with their professional performance, c) Graduate Record Examination scores, and d) a current statement of their satisfactory health status from their physician. Candidates are required to submit a written statement of their purpose in taking the program. Candidates are required to have had a course in health assessment and basic statistics prior to admission. Candidates must carry satisfactory coverage of registered professional nurse liability insurance. Candidates who reach the final selection process are required to have a personal interview before admission to the program.

As in other Simmons College graduate programs, qualified men and minority students are encouraged to apply. Enrollment is limited, and preference is given to full-time students. Candidates wishing to study part time will be considered individually.

For further information and an application, write to the Office of the Master of Science in Primary Health Care Nursing Program, Department of Nursing, Simmons College, 300 The Fenway, Boston, MA 02115.

Graduate School of Social Work

General Statement

The School of Social Work offers a two-year graduate program that prepares qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in social work methods, social work practice, human growth and development, social policy and services, and research. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested through the student's concurrent experience in carrying out social casework responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Simmons College Career Services and Placement Office, assists in the placement of its graduates. A survey conducted in October 1981 of persons who graduated from the School in May 1981 showed that 77 percent of those responding to the questionnaire were employed.

Admission

In recent years the number of qualified applicants has greatly exceeded the number of available openings in the program. The School sets the following requirements for admission, some of which may be waived in very special situations:

1. graduation from an accredited college.
2. evidence of the applicant's intellectual capacity to carry academic work at the graduate level: (at least a 3.0 average in undergraduate work).
3. evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.
4. candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services after graduation from college.

It is desirable that applicants for admission have a balanced liberal arts education, including social sciences studies at the undergraduate level.

Minority Group Students

Mindful of the value to the School and to the community of increasing the numbers of minority group students and graduates, the School welcomes applications from black, Spanish-speaking, and other minority groups candidates. The financial need of such applicants is carefully considered. Both full-time and part-time students are encouraged to apply.

Foreign Students

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on the casework method, prepares them suitably for work in their own countries. Applicants must meet the stated admission requirements and must have a firm plan for financing their education and living expenses in the United States. Applicants are expected to read, write, and speak English fluently. The Test of English as a Foreign Language (TOEFL) examination is required.

Degree

Two full academic years in residence are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a school of social work that is a member of the Council on Social Work Education. A minimum of 52 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the degree requirements. All work must be completed in five calendar years from the initial date of enrollment. See also the section on page 90 on graduate programs.

A catalog giving more detailed information may be obtained by writing to the Admissions Office, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116.

Courses

I. Theory and Practice

Methods Sequence

- SW 421-1, 2 Social Casework
- SW 424-1, 2 Seminar in Advanced Social Casework
- SW 425-2 Family Therapy
- SW 426-1 Group Treatment
- SW 434-2 Children and Parents at Risk: Prevention and Interventions
- SW 435-2 Working With the Patient's Family
- SW 436-2 The Client and the Workplace

Human Behavior Sequence

- SW 411-1, 2 Human Behavior and the Social Environment
- SW 412-2 Small Group Dynamics
- SW 414-1 Clinical Psychopathology
- SW 415-2 Psychosocial Aspects of Medical Illness
- SW 416-1 Psychopathology of Childhood
- SW 417-2 Developmental Perspectives on Psychopathology: Selected Topics
- SW 419-2 Adult Character Structure and Functioning
- SW 420-2 Psychodynamics of Severe Disturbances

Research Sequence

- SW 441-1 Social Work Research
- SW 442-0 Seminar in Social Work Research
- SW 443-2 Use of Computers for Research and Administration

Social Policy Sequence

- SW 401-1, 2 Social Policy and Services
- SW 410-2 Community Mental Health
- SW 453-1 Health Care Policies and Services: Implications for Practice
- SW 455-1 Law and Social Policy
- SW 456-1 Introduction to Macro Methods in Social Work Practice
- SW 457-1 Administration: Implementation of Social Policy
- SW 458-1 Policies and Programs for Children, Families, and Older Adults

Dynamics of Racism

SW 409-2 Dynamics of Racism

II. Field Work

- SW 446-0 Year I Field Work
- SW 447-0 Year II Field Work

Faculty

- Diana Pollard Waldfogel, M.S.W.** *Dean, School of Social Work, and Professor of Social Work*
- Joseph M. Regan, M.S.W., Ph.D.** *Assistant Dean, School of Social Work, and Assistant Professor of Social Work*
- Helen Zarsky Reinherz, M.S.W., M.S. Hyg., Sc.D.** *Professor of Social Work, Chairman of Research Sequence, and Program Director of Identifying Preschool Children at Risk Program*
- James Mendrick McCracken, Jr., M.S.W.** *Professor of Social Work and Chairman of Field Work Sequence*
- Sophie Freud Loewenstein, M.S.W., Ph.D.** *Professor of Social Work and Chairman of the Human Behavior Sequence*
- Elizabeth C. Lemon, Diploma, Smith College** *Professor of Social Work and Chairman of the Methods Sequence*
- Millicent N. Hill, M.S.S.** *Associate Professor of Social Work and Coordinator of Dynamics of Racism Course*
- Lois Diesing, M.S.W.** *Associate Professor of Social Work*
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Patricia Fallon, M.S. *Assistant Treasurer/Comptroller*
Jessie Grant, B.S. *Assistant Comptroller*
Alice Quigley, B.A. *Student Accounts Receivable Supervisor*
Diane Hallisey, A.A.S. *Sponsored Programs Supervisor*
Helen Davies, A.B. *Payroll Supervisor*
Christine Capone, A.A.S. *Accounts Payable Supervisor*
Michelle Wu, B.S. *Investment Accountant*
Janice Tritto *Assistant to the Comptroller*
Darlene Relyea *Head Cashier*
Myralynn Metz Vazquez *Payroll Assistant*
Debra Moore *Accounts Receivable Assistant*
Lucille Oliver, B.A. *Work Study Payroll Assistant*
Mary Brito *Sponsored Programs Assistant*
Betteann Annese *Secretary*
Elizabeth Yancy *Student Accounts Receivable Assistant*
Kathleen Scott *Assistant Cashier*
Donna Waggett *Accounts Payable Assistant*

Voting Members of the College Faculty, 1982-83

Brad Art, *Instructor in Philosophy*

B.A., Miami University, 1972.

Floyd Barbour, *Associate Professor of English*

A.B., Bowdoin College, 1960.

Mary K. Barr, *Assistant Professor of Management*

B.A., Loretto Heights College, 1973; M.B.A., University of Denver, 1975.

Sherwood Barrow, *Registrar*

B.A., Grinnell College, 1950.

Donald Basch, *Assistant Professor of Economics*

B.A., Trinity College, 1968; M.A., 1972, M.Phil., 1973, Ph.D., 1977, Yale University.

Mae Beck, *Assistant Professor of Chemistry*

B.S., Michigan State University, 1948; A.M., Smith College, 1955; Ph.D., University of Pennsylvania, 1960.

Jerry Bell, *Professor of Chemistry*

A.B., 1958, Ph.D., 1962, Harvard University.

Lynda Beltz, *Associate Professor of Communications*

B.A., 1962, M.A., 1963, Ph.D., 1968, Indiana University.

Martha Berliner, *Professor of Biology*

B.A., Hunter College, 1949; M.A., University of Michigan, 1950; Ph.D., Columbia University, 1953.

Katherine Bevacqua, *Associate Professor of Nutrition*

B.S., 1956, M.S., 1958, Pennsylvania State University; M.Ed., Boston University, 1968.

Susan Blankenship, *Assistant Professor of Graduate Nursing*

B.S., Northeastern University, 1973; M.S.N., Simmons College, 1979.

Russell P. Boisjoly, *Associate Professor of Management*

B.S., University of Lowell, 1972; M.B.A., Boston University, 1973; D.B.A., Indiana University, 1978.

Peter Bowers, *Professor of Chemistry*

B.A., Cambridge, 1961; Ph.D., University of British Columbia, 1964.

Virginia Bratton, *Professor of Graphic Arts*

S.B., Simmons College, 1947.

Phyllis Brauner, *Professor of Chemistry*

A.B., Wheaton College, 1938; M.A., Wellesley College, 1940; Ph.D., Boston University, 1959.

Pamela Bromberg, *Associate Professor of English*

B.A., Wellesley College, 1968; Ph.D., Yale University, 1973.

David Browder, *Associate Professor of Mathematics*

B.A., Amherst College, 1966; M.A., 1968, Ph.D., 1971, University of Oregon.

Sheila Brown, *Coordinator of Intercollegiate Activities*

B.A., St. Olaf's College, 1968; M.S., University of Colorado, 1973.

James B. Bryan, *Instructor in Economics*

A.B., University of Notre Dame, 1970.

Marie Bueche, *Assistant Professor of Nursing*

B.S., Simmons College, 1962; M.S., Boston University, 1964.

Joann Carroll, *Director of Career Services and Placement*

A.B., Smith College, 1948.

Teresa Carterette, *Professor of Psychology*

B.A., University of Chicago, 1947; M.A., 1957; Ph.D., 1960, Indiana University.

Peter W. Castle, *Associate Professor of Psychology*

A.B., Harvard College, 1955; Ph.D., Brandeis University, 1970.

Dana Chandler, *Associate Professor of Art*
B.S., Massachusetts College of Art, 1967.

Gautam Chatterjee, *Instructor in Economics*

B.A., Jadavpur University, 1969; M.A., Delhi School of Economics, 1972; M.A., University of Essex, 1974.

Carl J. Clavadetscher, *Associate Professor of Management*

B.S., Montana State University, 1965; M.S., Southern Illinois University, 1966; Ph.D., University of Oregon, 1972; M.B.A., University of Puget Sound, 1978.

Anne Coghlan, *Dean of Sciences and Professor of Biology*

B.S., Simmons College, 1948; M.Ed., Boston University, 1953; M.S., University of Vermont, 1957; Ph.D., University of Rhode Island, 1965.

Louise G. Cohen, *Associate Professor of Spanish*

B.S., Simmons College, 1963; A.M., 1964, Ph.D., 1969, Harvard University.

Louise H. Comeau, *Assistant Director of Continuing Education and Director of NABW Program*

B.A., Simmons College, 1969; Ed.D., Boston University, 1977.

Diane Coulopoulos, *Professor of Psychology*

B.A., University of Connecticut, 1960; M.S., 1962, Ph.D., 1970, Tufts University.

Laurie Crumacker, *Assistant Professor of History*

B.S., Simmons College, 1963; M.A., Harvard University, 1965; Ph.D., Boston University, 1978.

Carole Dichter, *Assistant Professor of Food Services*

B.A., Queens College, City University of New York, 1964; M.S., Massachusetts Institute of Technology, 1976.

Mary Jane Doherty, *Director of Alumnae Affairs*

S.B., Simmons College, 1951.

Jonathan Ehrenworth, *Director of the Career Planning and Counseling Center*

B.A., Carleton College, 1954; Ph.D., Boston University, 1960.

Patricia C. Fallon, *Assistant Treasurer and Comptroller*

B.A., Stonehill College, 1974; M.S., Northeastern University, 1976.

Alicia Faxon, *Assistant Professor of Art*

B.A., Vassar College, 1952; M.A., Radcliffe College, 1953; M.A., 1971, Ph.D., 1979, Boston University.

Raquel Ferguson, *Associate Professor of Spanish*

A.B., Chatham College, 1966; A.M., 1971, Ph.D., 1976, Harvard University.

Fritz Fleischmann, *Instructor in German*

Staatsexamen, 1976.

Rachel Forman, *Assistant Professor of Sociology*

B.A., Brooklyn College, 1968; Ph.D., Boston University, 1979.

John Garberson, *Assistant Professor of Mathematics*

Sc.B., Brown University, 1965; M.A., 1966, Ph.D., 1975, Harvard University.

Barbara F. Gentile, *Associate Professor of Psychology*

A.B., University of Rochester, 1964; Ph.D., Cornell University, 1972.

Penelope M. Glynn, *Assistant Professor of Graduate Nursing*

B.S.N., 1973, M.S., 1974, Boston University.

Robert N. Goldman, *Associate Professor of Mathematics*

B.S., London School of Economics, 1967; A.M., 1968, Ph.D., 1973, Harvard University.

Caryl Goodman, *Assistant Professor of Sociology*

B.A., Goucher College, 1972; M.A., 1974, Ph.D., 1980, Case Western Reserve University.

- Robert Grant**, *Instructor in English*
A.B., 1973, A.M., 1977, Harvard University.
- Lillian Grayson**, *Associate Professor of Psychology*
A.B., University of Minnesota, 1963; Ph.D., Boston University, 1969.
- Hrach Gregorian**, *Assistant Professor of Government*
B.A., Boston University, 1972; M.A., 1975, Ph.D., 1980, Brandeis University.
- Robert Gronquist**, *Associate Professor of Music*
B.A., University of Illinois, 1960; M.A., University of California, 1964.
- David Gullette**, *Professor of English*
A.B., Harvard College, 1962; Ph.D., University of North Carolina, 1968.
- Helen Guttentag**, *Assistant Professor of Education*
B.A., Wellesley College, 1962; M.Ed., Harvard University, 1963.
- Elaine C. Hagopian**, *Professor of Sociology*
A.B., 1954, A.M., 1956, Ph.D., 1962, Boston University.
- Henry Halko**, *Professor of History*
A.B., Clark University, 1948; M.A., 1949, Ph.D., 1957, Brown University.
- Nancy A. Hall**, *Assistant Professor of Spanish*
B.A., Smith College, 1972; M.A., 1973, Ph.D., 1979, Harvard University.
- Barbara Harrison**, *Associate Professor of Education*
B.S., D.C. Teacher's College, 1958; M.Ed., Harvard University, 1964.
- Iclal S. Hartman**, *Professor of Chemistry*
A.B., 1950, M.A., 1951, Mount Holyoke College; Ph.D., University of Florida, 1963.
- Nancie H. Herbold**, *Assistant Professor of Nutrition*
B.S., University of Rhode Island, 1967; M.S., Boston University, 1974.
- William J. Holmes**, *President and Professor of English*
B.A., 1951, Ph.D., 1962, State University of Iowa.
- Alice M. Hosack**, *Professor of Nursing*
B.S., University of New York, 1945; M.A., University of Chicago, 1951; M.Sc., 1959, D.Sc., 1968, Harvard School of Public Health.
- Elizabeth Howard**, *Instructor in Nursing*
B.S.N., University of Massachusetts, 1977; M.S., Boston College, 1979.
- John C. Hunter**, *Professor of History*
A.B., Harvard College, 1947; A.M., University of Missouri, 1954; A.M., 1949, Ph.D., 1959, Harvard University.
- Louis Irwin**, *Associate Professor of Biology*
B.A., Texas Technical University, 1965, Ph.D., University of Kansas, 1969.
- Wayne Ishikawa**, *Assistant Professor of French*
B.A., 1968, M.A., 1973, University of Hawaii; Ph.D., Harvard University, 1978.
- Reginald Jackson**, *Associate Professor of Photocommunications*
B.F.A., M.F.A., 1970, Yale University; M.S.W., State University of New York, Stony Brook, 1976; Ph.D., Union for Experimenting Colleges and Universities, 1980.
- Diane U. Jette**, *Assistant Professor of Physical Therapy*
B.S., Simmons College, 1972.
- Susan Keane**, *Associate Professor of French*
A.B., Manhattanville College, 1958; M.A., 1960, Ph.D., 1967, Harvard University.
- Artemis Kirk**, *Director of the Libraries and Lecturer on Library Science*
B.A., Vassar College, 1968; M.A., Harvard University, 1971; M.S., Simmons College, 1975.
- Martha Kleinerman**, *Assistant Professor of Graduate Nursing*
B.S.N., University of Rochester, 1973; M.S., Boston College, 1977.
- Patricia A. Kreutler**, *Associate Professor of Nutrition*
B.A., Merrimack College, 1967; Ph.D., Massachusetts Institute of Technology, 1973.
- Lawrence L. Langer**, *Professor of English and Holder of the Alumnae Chair*
B.A., City College of New York, 1951; A.M., 1952, Ph.D., 1961, Harvard University.
- Betty J. Lates**, *Associate Professor of Education*
B.A., University of Oklahoma, 1965; M.Ed., University of Vermont, 1970; Ph.D., Boston University, 1980.
- Carol A. Leary**, *Director of Residence*
B.A., Boston University, 1969; M.S., State University of New York, Albany, 1970.
- Marvin Lew**, *Assistant Professor of Education*
B.A., 1972, Ph.D., 1977, State University of New York.
- Charles L'Homme**, *Professor of English*
B.A., 1948, M.A., 1950, Tufts University; Ph.D., Columbia University, 1965.
- Margaret Loeb**, *Director of Public Information and Special Instructor in Communications*
B.S., Simmons College, 1962.
- Karen Loehr**, *Assistant Professor of Biology*
B.A., University of California, 1972; Ph.D., University of Nevada, Reno, 1977.
- Stephen London**, *Professor of Sociology*
B.A., Bowdoin College, 1964; Ph.D., University of Chicago, 1968.
- Ann E. Lord**, *Professor of Nursing*
B.S., 1949, M.S., 1955, Boston University.
- Kathleen Lyman**, *Associate Professor of Education*
A.B., Smith College, 1960; A.M., Radcliffe College, 1961; Ed.D., University of Massachusetts, Amherst, 1975.
- Richard B. Lyman, Jr.**, *Professor of History*
A.B., Bowdoin College, 1957; A.M., 1960, Ph.D., 1974, Harvard University.
- Priscilla L. McKee**, *Administrative Vice President and Assistant to the President*.
- Don McKeen**, *Professor of French*
B.A., University of Maine, 1952; M.A., 1957, Ph.D., 1967, Harvard University.
- Helen C. McLaughlin**, *Associate Professor of Nursing*
B.S., University of Colorado, 1953; M.S., Boston University, 1963.
- Charles Mackey**, *Dean of Humanities and Professor of French*
A.B., Occidental College, 1955; Ph.D., Yale University, 1965.
- Marlyn Mackey**, *Assistant Professor of Management*
B.A., Lake Erie College, 1958; M.A., Case Western Reserve University, 1959; M.B.A., Babson College, 1975.
- Janice Mackin**, *Instructor in Nursing*
B.N., McGill University, 1975; M.S., Boston University, 1980.
- Linda C. Maguire**, *Director of Admissions*
B.A., Rutgers University, 1970; M.Ed., Boston College, 1977.
- Helen Mamikonian**, *Associate Professor of Russian*
A.B., Hunter College, 1957; M.A., Middlebury College, 1962.
- William Manly**, *Associate Professor of English*
B.A., Amherst College, 1956; M.A., Columbia University, 1957.

Marion Mason, *Ruby Winslow Linn Professor of Nutrition*
B.S., Miami University, 1955; M.S., Ohio State University, 1959; Ph.D., Cornell University, 1969.

Lisa Mayer, *Director of Student Financial Aid*
B.A., William Smith College, 1974.

Margaret S. Menzin, *Professor of Mathematics*
B.A., Swarthmore College, 1963; M.A., 1967, Ph.D., 1970, Brandeis University.

Debra Mesch, *Assistant Professor of Education*
B.S., University of Cincinnati, 1974; M.Ed., George Peabody College, 1976.

Deborah N. Miner, *Assistant Professor of Government*
A.B., Colby College, 1968; Ph.D., Columbia University, 1976.

Lucia F. Miree, *Assistant Professor of Management*
B.A., Auburn University, 1971; M.S., 1974, Ph.D., 1981, Florida State University.

Helen B. Moore, *Director of Supportive Instructional Services and Special Instructor in Psychology*
B.A., 1958, M.S., 1961, University of Pennsylvania; Ph.D., Boston College, 1977.

Lynda L. Moore, *Assistant Professor of Management*
B.A., Hollins College, 1970; M.Ed., Antioch Graduate School, 1975.

Phyllis S. Moore, *Professor of Nursing*
B.S.N., University of Michigan, 1959; M.S.N., 1963, D.H.Sc., 1969, Boston University.

Charlotte M. Morocco, *Dean of the College*
B.S., Shippensburg State College, 1963; M.Ed., Ohio University, 1966.

Richard Nickerson, *Associate Professor of Biology*
B.S., State University of New York, Oneonta, 1963; M.S., 1968, Ph.D., 1972, Syracuse University.

George Nitchie, *Professor of English*
B.A., Middlebury College, 1943; M.A., 1947, Ph.D., 1958, Columbia University.

Georgia T. Noble, *Professor of Education*
B.S., Syracuse University, 1944; M.Ed., Harvard University, 1957.

Carol Ochs, *Professor of Philosophy*
B.A., City College of New York, 1960; Ph.D., Brandeis University, 1968.

Doris Olmstead, *Associate Professor of Physical Education*
B.S., Tufts University, 1955.

Laurence M. Onie, *Assistant Professor of Management*
B.A., George Washington University, 1968; M.S.W., University of Michigan School of Social Work, 1972; M.P.A., Syracuse University, 1973.

Robert Oppenheim, *Associate Professor of Art*
B.F.A., Rhode Island School of Design, 1965; M.F.A., Michigan State University, 1965.

Mary Osirim, *Instructor in Sociology*
B.A., Harvard College, 1976; M.Sc., London School of Economics, 1977.

M. Lynn Palmer, *Associate Professor of Physical Therapy*
B.S., University of Florida, 1963; Ph.D., University of Oklahoma, 1972.

Leo Parente, *Professor of Management*
B.S., 1950, B.A., 1950, Boston College; M.A., Tufts University, 1951; Ph.D., University of Connecticut, 1962.

Ynhui Park, *Professor of Philosophy*
B.A., 1955, M.A., 1957, Seoul National University; Doctorat de l'université, Sorbonne, 1964; Ph.D., University of Southern California, 1970.

David Perry, *Professor of English*
B.A., 1951, M.A., 1952, Columbia University; Ph.D., Princeton University, 1961.

J. Douglas Perry, *Associate Professor of English*
B.A., Yale College, 1961; M.A., 1963, Ph.D., 1968, Temple University.

John Pfaff, *Associate Professor of Management*
A.B., Brown University, 1966; M.B.A., New York University, 1972; Ph.D., University of Washington, 1976.

James U. Piper, *Professor of Chemistry*
B.S., Massachusetts Institute of Technology, 1959; M.S., 1961, Ph.D., 1963, Emory University.

Alden Poole, *Professor of Journalism*
S.B., Boston University, 1951.

Caroline H. Pooler, *Director of Continuing Education*
B.S., Simmons College, 1953.

Edward Prenowitz, *Professor of Physics*
B.A., Swarthmore College, 1953; M.A., Harvard University, 1955.

Elizabeth M. Rawlins, *Associate Professor of Education*
B.S., Salem State College, 1950; M.S., Simmons College, 1967.

Marjorie E. Readdy, *Director of the Health Center*
A.B., Emmanuel College, 1942; M.D., Boston University, 1945.

John S. Robinson, *Dean of Social Sciences and Graduate Studies and Professor of Education*
B.A., Brown University, 1956; M.A.T., 1957, D.Ed., 1971, Harvard University.

Denise Ross, *Assistant Professor of Nursing*
B.S., Boston College, 1966; M.Ed., Boston State College, 1973; M.A., University of Iowa, 1975.

Norma Rusbar, *Assistant Professor of Retailing*
B.S., Louisiana State University, 1972.

Barbara A. Sawtelle, *Associate Professor of Economics*
B.A., University of New Hampshire, 1966; Ph.D., Massachusetts Institute of Technology, 1976.

Lois E. Schoppee, *Associate Professor of Nursing*
B.A., Bates College, 1958; M.S., University of Pennsylvania, 1961.

Ann D. Shaw, *Director of Student Employment*
B.A., Simmons College, 1970; M.Ed., Suffolk University, 1979.

Milton Shuch, *Professor of Retailing*
B.S., 1951, M.A., 1968, Ph.D., 1975, New York University.

Rachel Skvirsky, *Instructor in Biology*
B.A., Oberlin College, 1974; M.A., Harvard University, 1977.

Deborah Smiley, *Assistant Professor of Communications*
A.B., Colby College, 1970; M.F.A., Yale University, 1978.

Lydia Smith, *Professor of Education*
A.B., Radcliffe College, 1951; M.Ed., 1955, D.Ed., 1960, Harvard University.

Mark Solomon, *Professor of History*
A.B., Wayne State University, 1962; M.A., University of Michigan, 1963; Ph.D., Harvard University, 1972.

Leonard J. Soltzberg, *Professor of Chemistry*
B.S., University of Delaware, 1965; M.A., 1967, Ph.D., 1969, Brandeis University.

Maria P. Staulo, *Instructor in Foreign Languages*
Bachillerato, Instituto Nacional de Cordoba, Spain, 1948; Licenciatura, University of Seville, Spain, 1956.

Walter E. Steere, Jr., *Business Manager*
B.Ed., 1954, M.Ed., 1955, Keene State College.

Lynnell Stern, *Assistant Professor of Mathematics*

B.S., State University of New York, Stony Brook, 1972; M.S., University of Illinois, Chicago Circle, 1974; Ph.D., University of Rhode Island, 1980.

Richard C. Sterne, *Professor of English*

A.B., Columbia University, 1947; Ph.D., Harvard University, 1957.

Susan Stockton, *Director of Student Activities*

B.A., University of Rhode Island, 1972; M.F.A., Ohio University, 1974.

Gail G. Thacher, *Director of Development*

A.B., Mount Holyoke College, 1958.

Donald W. Thomas, *Professor of Psychology*

B.A., 1958, M.A., 1964, University of California; Ph.D., Tufts University, 1966.

Tish Thornley, *Instructor in Nursing*

B.S.N., West Virginia University, 1972; M.S.N., University of North Carolina, 1977.

Harriet G. Tolpin, *Associate Professor of Economics*

B.A., Wellesley College, 1967; Ph.D., Boston College, 1973.

Janice E. Toms, *Associate Professor of Physical Therapy*

B.S., University of Minnesota, 1958; Certificate in Physical Therapy, Mayo Clinic School of Physical Therapy, 1961; M.Ed., Prairie View University, 1973.

Mary Jane Treacy, *Assistant Professor of Spanish*

B.A., Emmanuel College, 1969; Ph.D., Boston University, 1978.

Alice Van Deusen, *Assistant Professor of Education*

B.A., Wilson College, 1971; M.Ed., Boston University, 1973.

Robert C. Vernon, *Professor of Physics*

B.S., Bates College, 1947; M.A., Wesleyan University, 1949; Ph.D., Pennsylvania State University, 1952.

Thomas Wallace, *Professor of Art*

B.A., 1948, M.A., 1962, Brown University; B.F.A., Rhode Island School of Design, 1954.

Bruce Warren, *Associate Professor of Management*

B.A., 1968, B.S., 1968, Bryant College; M.B.A., Clark University, 1970; J.D., Suffolk University, 1976.

Carole R. Watkins, *Associate Dean of the College*

B.S., Morgan State University, 1971; M.Ed., 1975, Ed.D., 1980, University of Massachusetts, Amherst.

Michael D. West, *Treasurer*

B.S., Bentley College, 1975.

Robert F. White, *Associate Professor of Communications*

A.B., College of the Holy Cross, 1967; M.S., Boston University, 1969.

Lynne Wiesel, *Assistant Professor of Physical Therapy*

B.S., 1974, M.S., 1981, Boston University.

N. Sandra Williams, *Associate Professor of Biology*

A.B., 1962, M.Ed., 1962, A.M., 1967, Ph.D., 1970, Boston University.

Judith Wittenberg, *Assistant Professor of English*

B.A., Cornell University, 1960; M.A., Boston University, 1974; Ph.D., Brown University, 1977.

Voting Members of the Graduate School of Library and Information Science Faculty, 1982-83

A.J. Anderson, *Professor of Library and Information Science*

B.A., Bishop's University, 1956; M.S., Simmons College, 1967; D.Ed., Boston University, 1979.

Richard Ashford, *Assistant Professor of Library and Information Science*

B.A., Carleton College, 1972; M.S., Catholic University of America, 1974; M.A., Simmons College, 1979.

James C. Baughman, *Associate Professor of Library and Information Science*

B.S., Clarion State College, 1963; M.S.L.S., Drexel University, 1967; M.A., 1970, Ph.D., 1971, Case Western Reserve University.

Ching-chih Chen, *Associate Dean and Professor of Library and Information Science*

B.A., National Taiwan University, 1959; A.M.L.S., University of Michigan, 1961; Ph.D., Case Western Reserve University, 1974.

Josephine R. Fang, *Professor of Library and Information Science*

Absolutorium, University of Vienna, 1947; M.S.L.S., Catholic University of America, 1954; Ph.D., University of Graz, 1948.

Juan R. Freudenthal, *Associate Professor of Library and Information Science*

M.S.L.S., Syracuse University, 1966; Ph.D., University of Michigan, 1972.

Peter Hernon, *Associate Professor of Library and Information Science*

B.A., M.A., 1968, University of Colorado; M.A., University of Denver, 1971; Ph.D., Indiana University, 1978.

Estelle Jussim, *Professor of Library and Information Science*

B.A., Queens College, 1947; M.S.L.S., 1963, D.L.S., 1970, Columbia University.

James M. Matarazzo, *Associate Dean and Professor of Library and Information Science*

B.S., 1963, M.A., 1972, Boston College; M.S., Simmons College, 1965; Ph.D., University of Pittsburgh, 1979.

Patricia G. Oyler, *Associate Professor of Library and Information Science*

A.B., Chestnut Hill College, 1965; M.A., Simmons College, 1976; M.L.S., 1966, Ph.D., 1977, University of Pittsburgh.

Richard P. Palmer, *Associate Professor of Library and Information Science*

B.A., Principia College, 1949; M.A., 1964, M.A.L.S., 1965, University of Wisconsin; Ph.D., University of Michigan, 1970.

Nancy E. Peace, *Associate Professor of Library and Information Science*

B.A., Ohio Wesleyan University, 1967; A.M.L.S., University of Michigan, 1968.

Carolyn Schwartz, *Assistant Professor of Library and Information Science*

B.A., 1969, M.L.S., 1974, McGill University.

Susanna Schweitzer, *Assistant Professor of Library and Information Science*

B.A., State University of New York, Albany, 1971; M.S., Columbia University, 1973; M.S.I.S., University of Pittsburgh, 1978.

Allen Smith, *Assistant Professor of Library and Information Science*

B.A., Ohio University, 1963; M.A., University of Denver, 1966; Ph.D., University of Leeds, 1979.

Robert D. Stueart, *Dean of the Graduate School of Library and Information Science and Professor of Library and Information Science*

B.A., Southern Arkansas University, 1956; M.S., Louisiana State University, 1961; Ph.D., University of Pittsburgh, 1971.

Voting Members of the Graduate School of Management Faculty, 1982-83

Catherine C. Bradley, *Assistant Professor of Graduate Management*

B.A., Allegheny College, 1971; M.A., Simmons College, 1977.

Susan Hass, *Assistant Professor of Graduate Management*

B.S., Boston University, 1971; M.B.A., Harvard University, 1975.

Margaret Hennig, *Dean of the Graduate School of Management and Professor of Management*

B.S., Simmons College, 1962; M.B.A., 1964, D.B.A., 1970, Harvard University.

Anne Jardim, *Dean of the Graduate School of Management and Professor of Management*

B.S., University of London, 1958; D.B.A., Harvard University, 1967.

Deborah M. Kolb, *Assistant Professor of Graduate Management*

B.A., Vassar College, 1965; M.B.A., University of Colorado, 1973; Ph.D., Massachusetts Institute of Technology, 1981.

Dennis C. Marnon, *Visiting Lecturer of Graduate Management*

B.A., Pennsylvania State University, 1970.

T. Lincoln Morison, *Visiting Lecturer of Graduate Management*

B.A., Williams College, 1962.

W. David Novak, *Associate Professor of Quantitative Management*

B.A., 1965, Ph.D., 1974, Washington State University.

Ashok Rao, *Adjunct Associate Professor of Graduate Management*

M.S., 1964, Ph.D., 1968, University of Iowa.

Barbara Sawtelle, *Associate Professor of Economics*

B.A., University of New Hampshire, 1966; Ph.D., Massachusetts Institute of Technology, 1976.

Frederik D. Wiersema, *Assistant Professor of Graduate Management*

B.S., Erasmus University, 1972; M.A., University of Lancaster, 1973.

Voting Members of the School of Social Work Faculty, 1982-83

Shisha Amabel, *Assistant Professor of Social Work*

B.A., Emerson College, 1967; M.S.W., Simmons College School of Social Work, 1971.

Jeane W. Anastas, *Assistant Professor of Social Work*

B.L.S., Metropolitan College of Boston University, 1976;

M.S.W., Boston College School of Social Work, 1978.

Lois Diesing, *Associate Professor of Social Work*

B.A., University of Minnesota, 1955; M.S.W., Simmons

College School of Social Work, 1960.

Eileen M. Freiberg, *Assistant Professor of Social Work*

B.S., Cornell University, 1965; M.S.S.S., Boston University School of Social Work, 1967.

Aileen F. Hart, *Associate Professor of Social Work*

B.A., Cornell University, 1965; M.S.W., 1967, D.S.W.,

1978, Columbia University School of Social Work.

Millicent N. Hill, *Associate Professor of Social Work*

B.A., Queens College, 1956; M.S.S., Smith College, 1959.

Elizabeth C. Lemon, *Professor of Social Work*

Certificate, Probation Training and Education Board,

London, 1953; Diploma, University of Manchester,

England, 1957; Diploma, Smith College, 1962.

Sophie F. Loewenstein, *Professor of Social Work*

A.B., Radcliffe College, 1946; M.S.W., Simmons College

School of Social Work, 1948; Ph.D., Brandeis University, 1970.

James M. McCracken, *Professor of Social Work*

B.S., Northeastern University, 1942; M.S.W., Simmons

College School of Social Work, 1949.

Joseph M. Regan, *Assistant Dean and Assistant Professor of Social Work*

M.S.W., Loyola University School of Social Work, 1974;

Ph.D., Brandeis University, 1978.

Helen Z. Reinherz, *Professor of Social Work*

A.B., Wheaton College, 1944; M.S.W., Simmons College

School of Social Work, 1946; Sc.D., Harvard School of

Public Health, 1965.

Priscilla M. Riley, *Associate Professor of Social Work*

A.B., Emmanuel College, 1962; M.S.W., Boston Col-

lege, 1964.

Doris H. Rodman, *Assistant Professor of Social Work*

B.A., Howard University, 1945; M.S.W., Simmons Col-

lege School of Social Work, 1947.

Diana Waldfogel, *Dean of the School of Social Work and Professor of Social Work*

A.B., Wayne State University, 1944; M.S.W., Wayne

State University School of Social Work, 1947.

Lewis A. White, *Associate Professor of Social Work*

B.S., Morgan State College, 1952; M.S.S.S., Boston

University School of Social Work, 1957.

Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

Alumnae Award for Academic Achievement, to a senior distinguished as to scholarship who comes recommended by the department in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Allen Douglass Bliss Memorial Award, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

Jean Bratton Award, to a senior of superior intellectual and human quality who is concentrating in language and literature.

Jessie Bancroft Cox Prize in Communications, to the senior who, in the judgment of the faculty of the Department, has demonstrated the greatest professional promise in the field of publication.

Mariana Evans Creel Award, to the outstanding graduating student in journalism.

Danielson Memorial Award, awarded to an outstanding resident junior, to be applied to her residence charges for the senior year.

Stephen R. Deane Award, to the senior psychology concentrator(s) who best exemplify those qualities of academic excellence for which Dr. Deane stands.

Beatrice Gannon Award, to the senior in the Department of Management selected for outstanding scholarly achievement.

King C. Gillette Award, to the graduating senior in the Department of Management who best exhibits those qualities of leadership, scholarship, service, and character that are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class, specializing in retailing, selected for outstanding scholarly achievement.

Ruby Winslow Linn Award, to an outstanding junior in the field of nutrition.

Palmer Award, to the senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

Prince School Founder's Prize, to the outstanding member of the graduating class in the Prince Program in Retail Management.

Robert Rankin Award, to the senior who best displays the qualities of friendliness, understanding, and interest in people that were evident in Dr. Robert Rankin.

Helena Rubinstein Scholarships, for outstanding senior students in the fields of chemistry, business, or retailing administration.

Marjory Stimson Honor Award, established by the Nurses Club of Simmons College in honor of Ms. Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded to a senior who is distinguished as to scholarship and who comes recommended by the Department of Nursing as one of the most promising in her chosen field.

Julia Myerson Trustman Fellowship, may be awarded to an outstanding senior in the field of art who has been selected by a committee of the humanities faculty. (If there is no qualified senior, this award may be given to a faculty member.)

Catherine Jones Witton Memorial Award, to the outstanding senior specializing in biology.

Honorary Degrees Awarded

1981

Jan Fontein, D.F.A.
Elizabeth Holtzman, D.L.

1980

Margaret E. Kuhn, D.H.L.
Robert F. Rutherford, D.S.S.
Roy Wilkins, D.H.L.

1979

Gregory R. Anrig, D.D.S.
F. Adetowun Ogunshye, D.L.S.
Julia M. Walsh, D.B.A.

1978

Bancroft Beatley, L.H.D.
Ethel Bere, D.B.A.
Rosamond Lamb, D.F.A.
Elda Robb, D.P.S.
Louise S. Scott, Litt.D.
Kenneth Shaffer, D.L.S.
Dorothy Williams, D.Journ.

1977

Shirley Anita St. Hill Chisholm, L.H.D.
Henry Beetle Hough, Litt.D.
Alice Rossi, LL.D.

1976

Harriett Moulton Bartlett, D.S.S.
Rhetaugh Graves Dumas, D.P.S.
William Edgar Park, LL.D.
Elie Wiesel, Litt.D.

1975

Sarah Caldwell, D.F.A.
Arthur R. Taylor, L.H.D.

1973

Eugene Adam Acheson, B.A.A.
Gloria Steinem, D.H.J.
Wylie Sypher, L.H.D.

1972

Edith Fishtine Helman, Litt.D.
Coretta Scott King, L.H.D.

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